



College of the Redwoods Fire Technology

Self-Assessment Report for Accreditation as an Accredited Regional Training Program

**Prepared for:
Divison Chief
Chris Fowler**

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REDWOODS COMMUNITY COLLEGE DISTRICT
REGIONAL ACADEMY ACCREDITATION
SELF-ASSESSMENT REPORT

Date: March 29, 2025
To: California State Fire Training
From: Redwoods Community College District
Fire Technology Program
7351 Tompkins Hill Road
Eureka, California 95501-9300
Phone: (707) 476-4259

This Self-Assessment Report, being submitted in support of Redwoods Community College District's (RCCD) application for Accredited as a Regional Training Program (ARTP). That report was sent out to local/ regional Fire Departments for updating and correction. RCCD wishes to acknowledge the contributions and participation of the undersigned. This Self-Assessment Report accurately reflects the nature and substance of the Redwoods Community College Fire Technology Program and regional Fire Departments and related programs. It is our belief that it meets all of the requirements for accreditation.

Respectfully Submitted By:



Sean Robertson (Aug 22, 2025 11:44:53 PDT)

Sean Robertson, Assistant Professor
College of the Redwoods



Sean Wilson (Aug 21, 2025 09:50:44 PDT)

Sean Wilson, Battalion Chief
Cal Fire Humboldt-Del Norte



Timothy Citro (Aug 21, 2025 08:53:31 PDT)

Tim Citro, Fire Chief
Humboldt Bay Fire



Rus Brown (Aug 25, 2025 08:04:23 PDT)

Rus Brown, Fire Chief
Fortuna Fire Protection District



Nick Pape, Fire Chief
Shelter Cove Fire



Rachel Warze (Aug 21, 2025 08:47:08 PDT)

Rachel Warze, Administrative Coordinator
College of the Redwoods



Rory Johnson (Aug 21, 2025 09:04:05 PDT)

Rory Johnson, Dean of Career Education
College of the Redwoods



Chris Emmons (Aug 21, 2025 09:40:00 PDT)

Chris Emmons, Fire Chief
Arcata Fire Protection District



Troy Smith (Aug 21, 2025 13:41:23 PDT)

Troy Smith, Fire Chief
Humboldt County Fire Instructor Asso.



Everett Buell (Aug 21, 2025 08:49:00 PDT)

Everett Buell, Captain
Kneeland Fire & Crescent City Fire

Agency Overview

HISTORICAL PERSPECTIVE

Redwoods Community College District (RCCD) has been serving residents of California's North Coast region since 1966 and is accredited through the Western Association of Schools and Colleges. A Fire Science Program was instituted early in the College's existence and slowly began to deteriorate with the final certificate-based Career Technical Education courses being offered in the early 1980's. With RCCD eliminating its Fire Science Program, the Humboldt County Office of Education's Regional Occupation Program (HROP) began to offer various training opportunities. One of the most successful endeavors was the development of a local Firefighter 1 Academy and later a Wildland Firefighter Academy based upon the CAL Fire 67-hour Wildland curriculum. During this period, RCCD would occasionally host State Fire Training (SFT) California Fire Service Training and Education System (CFSTES) and Fire Service Training and Education Program (FSTEP) courses.

In 2007, the president of RCCD declared that the college was going to re-establish a Fire Technology Program which would include an associate's degree and eventually a Fire Firefighter 1 Academy. At that point, a Fire Technology Advisory Committee was formed to guide and support the program. The Committee established an AS Degree program, transfer curriculum, and has sponsored State Fire Training courses delivered within Humboldt County. With HROP being the largest provider of Fire Service training, discussions were initiated to identify a clear path for RCCD to pursue that would foster support, coordination, and reduce redundancy with HROP rather than creating competition and a diluted fire training delivery system which would surely fail. Based upon this new partnership, it was decided that RCCD would pursue accreditation as a Regional Training Program by SFT and work towards the capability of offering a Fire Fighter 1 Academy as well as offering California Fire Service Training and Education System (CFSTES) and Fire Service Training and Education Program (FSTEP) courses as requested by the region's first responders. As this plan of action was occurring, HROP did support the needs of the regions' fire fighters by offering training such as a Volunteer Firefighter Academy. This ended when HROP programs were removed from the Education Code and no longer funded.

To date, RCCD has developed, sought and received approval by the California Chancellor's Office and has successfully implemented an associate degree in Fire Technology (T.O.P. code 213300) which is based upon the National Fire Academy's Fire and Emergency Services Higher Education Program (FESHE). RCCD is now pursuing the next step which includes SFT "accreditation" as a Regional Training Program. Upon approval and through this partnership with SFT, RCCD plans to initiate a Fire Fighter 1 in the Fall of 2025 as well as begin to offer CFTES and FSTEP courses per region needs. As a regional training program, RCCD will be able to work in partnership with SFT in the development of our state's fire service personnel, while at the same time decreasing the workload on SFT personnel via local processing of courses. RCCD clearly understands the responsibility associated with this next step and fully commits to meeting them.

As a rural region of California, RCCD is currently offering a 12 week-40 hour per week Fire Fighter 1 Academy in the spring, as well as a 16 week extended-format Fire Fighter 1 in the fall for the regions volunteer firefighters, many of which cannot take the time off work to attend a daytime academy.

Supporting this endeavor, RCCD applied for and received Perkins Grant funding for over four years and purchased a cache of equipment that is dedicated to support its training programs and academies.

RCCD continues to explore the potential of our region and is currently exploring several endeavors. With Humboldt Bay being one of the only deep-water ports on the west coast, RCCD has been working with the Humboldt Bay Harbor, Recreation and Conservation District in the exploration of water based and shipboard firefighting opportunities. RCCD is also exploring the potential for partnerships and related opportunities with the Natural Resources Departments at both RCCD and Cal Poly Humboldt. Additional avenues or partnerships being explored include the possibility of partnering with Humboldt Bay Fire (Eureka Fire/ Humboldt Fire District) in an effort to develop a Technical Rescue Training Center via the use of their State-Certified Rope Rescue Awareness/Operations and Confined Space Rescue drill facility.

Mission Statement and Core Values

COLLEGE MISSION STATEMENT

College of the Redwoods puts the success of each student at the forefront of every strategic effort. The college provides accessible and relevant educational programs that promote student academic achievement, career readiness, and lifelong learning so that our students may thrive in a rapidly changing world. We endeavor to meet the diverse needs of the communities we serve and to be a nimble and pioneering partner in the educational, civic, cultural, and economic development of the region. We recognize the future of learning will require flexibility and resiliency and we are committed to developing and expanding innovative in-person and online programs and responsive student services. Through assessment and evidence-based research, we continuously improve programs and address equity gaps to ensure that each student has the opportunity and support to succeed. We are dedicated to a just and sustainable world, to fostering a safe and inclusive educational community, and to advancing the values and goals of diversity, equity, inclusion, and accessibility.

PHILOSOPHICAL PERSPECTIVE

Redwoods Community College is committed to the ideal of academic freedom derived through careful and critical appraisal, and in turn, provides a place where students, faculty and staff may freely formulate their ideas and values. All members of the college community support the ideals of excellence, human worth, and realization of human potential. The Academic Freedom Policy (BP 4030) was adopted by CR's Governing Board on December 5, 2006.

Redwoods Community College provides opportunities for the development of skills and knowledge that will enable students of all ages and backgrounds to become, and remain, productive in their chosen vocations, both for the sake of the individual and society.

Through research, self-appraisal, and institutional planning, Redwoods Community College responds to unmet needs of the community and to changing expectations within the worlds of education and work. As the college looks outward to the community and finds meaning and opportunity in its diversity, it extends its reach to the global community in which its members may discover a new sense of community.

Redwoods Community College opens its doors to all members of the community-young and older adults, those who deal with challenges to the quality of their life or work, the military and their dependents, the laborer, the merchant, and the artist-to engage them as willing partners in helping to meet their goals for self-fulfillment. At the same time, the college participates in partnerships with private enterprises, public agencies, and educational institutions in order to further the academic and work-related aspirations of the community.

In order to carry out our Mission and support our Philosophy, Redwoods Community College will promote the following Education Master Plan (Appendix A) initiatives as they relate to the Fire Technology program:

- I. Become the Preferred Transfer Pathway to Cal Poly Humboldt
 1. The Fire Technology program is working on re-establishing an associate's degree in partnership with Cal Poly Humboldt that will transfer into the Fire Science and Management program.
- II. Expand and Prioritize Offerings that Prepare Students for Living-Wage Jobs.
 1. The Fire Technology program is pursuing accreditation to increase the job possibilities for our students.
- III. Create a More Nimble and Adaptable Institution
 1. The Fire Technology program, in collaboration with our Fire Advisory Board, strives to proactively meet the needs of our local community by adapting training and course offerings as needed.
- IV. Establish Stronger Wraparound Experiences for Students Total Connection
 1. Identify barriers that prevent students from achieving their goals.
 2. Increase collaboration between Fire Technology and Student Services to inform students of programs that will help them succeed.
- V. Pursue the Future of Learning
 1. Provide flexibility of modalities and scheduling within the Fire Technology program to better meet student needs and explore potential transformations in scheduling and alternative pathways to completion.
 2. The Fire Technology program is committed to continue partnership with loCAL employers and outside accrediting agencies, to create outcomes based on skills and embed learning in real-world and problem-based experiences to prepare students to succeed in a rapidly evolving world of work.
- VI. Increase Commitment to Diversity, Equity and Inclusion
 1. Actively seek and enhance diversity in all college programs, curricula, extra-curricular, outreach and community events, and in the college population, students, employees and Board of Trustees.
 2. Engage in ongoing commitments, made visible through our words and systemic efforts, to eliminate barriers to equity
 3. Recruit and retain a diverse college-wide community.

FIRE TECHNOLOGY PROGRAM

VISION

College of the Redwoods will create and sustain the conditions that will enable all students to experience an educational journey that is intellectually, socially, and personally transformative.

The College of the Redwoods Fire Technology program will comprehensively prepare students for a successful career in emergency fire and rescue services that will enrich their community.

MISSION

The College provides accessible and relevant educational programs that promote student academic achievement, career readiness, and lifelong learning so that our students may thrive in a rapidly changing world

The College of the Redwoods Fire Technology Program will develop well-prepared professional firefighters through supportive and challenging training in firefighting, medical, and rescue response, while instilling the core values and high standards essential for success in the profession.

VALUES

- Professionalism
Holding ourselves to the highest standard of preparation
- Integrity
Always doing the right thing
- Discipline
Training in good behavior and skills
- Inclusiveness
Creating a place where everyone feels welcomed, respected, and valued

Needs Analyses

PERFORMANCE OBJECTIVES

1. ARTP request letter to SFT Chief
2. Current Job Market Survey
3. Convene a Regional Fire Advisory Committee
4. Provide Fire Advisory Committee meeting minutes
5. Agency/Academy Outlook
6. Agency training Budget
7. Agency Business Plan
8. Measurable goals for advancement of ARTP

DESCRIPTION

LABOR MARKET SURVEY

The Far North Center of Excellence (COE) was asked to provide labor market information for a proposed program at a regional community college. This report focuses on the following Standard Occupational Classification (SOC) occupations and codes:

- These middle-skill occupations require more education and training beyond a high school diploma but less than a four-year degree:

- o First-Line Supervisors of Firefighting and Prevention Workers (33-1021)
- o Firefighters (33-2011)
- o Fire Inspectors and Investigators (33-2022)

A review of related programs revealed the following Taxonomy of Programs (TOP) title(s) and code(s) are appropriate for inclusion in this report:

- Fire Technology (2133.00)
- Fire Academy (2133.50)

The corresponding Classification of Instructional Program (CIP) title(s) and code(s) are:

- Fire Science/Firefighting (43.0203)*

*A program focusing on the theory and practice of fires and fire-fighting. Includes instruction in fire chemistry and physics, combustible materials, computer science, building construction, fire codes and related laws, fire hydraulics, fire command, fire prevention/inspection, fire protection systems, fire suppression systems, fire/arson investigation, occupational safety, equipment operation, emergency medicine and communications.

The Far North Center of Excellence for Labor Market Research reported the Far North held 1,651 firefighting jobs in 2021. Firefighting jobs are projected to increase by 10% over the next five years. Between 2023 and 2028, there are projected to be 181 job openings for these occupations each year in the Far North subregion. Awards data analysis shows that Far North training providers conferred an average of 364 awards (certificates and associate degrees) in fire technology and fire academy programs over the last three academic years. Far North Center of Excellence found an apparent oversupply of trained firefighters and recommends caution in RCCD becoming an ARTP. They also recommended we partner with local firefighting agencies to ensure job placement for students once they have completed the program. (see Appendix B)

LOCAL LABOR MARKET SURVEY

The Fire Program staff met on September 9th, 2024, with the Fire Technology Advisory Board to discuss the Far North Center of Excellence for Labor Market Research report. The Advisory Board noted that all member agencies currently have job openings and expressed a significant need for a local Accredited Regional Training Program (ARTP). See Appendix C, for Advisory Board Minutes

Due to the rural nature of our service area, agencies that hire firefighters from outside the region typically see these employees remain with the department for an average of three years. Establishing a local ARTP would create a hiring pool of local firefighters, who are more likely to stay in the area and provide stability to local agencies.

The CAL Fire Humboldt-Del Norte unit has successfully hired a large majority of our academy graduates over the last six academies, and they do not anticipate this trend changing soon.

Below you will see the data of two of our largest hiring agencies in Humboldt-Del Norte counties and their position openings.

Humboldt Bay-Fire

Current active Firefighters: 45

Open Positions: 3

Retirements in next 5 years: 10-15

CAL Fire Humboldt-Del Norte

Entry-Level Firefighter Positions- Local Positions

- **Total Hired (Past 3 Years):** 525 seasonal positions (9 months)
- **Average Annual Hires:** 175 firefighters
- **Growth Potential:**
 - **20% growth** over the next 3 years
 - **30-40% growth** over the next 5 years

Compensation:

- **Base Salary:** \$3,672 - \$4,643 (paid monthly)
- **Extended Duty Week Compensation:** \$1,824 - \$2,305 (paid every 4 weeks)
- **Annual Compensation:** \$50,833 - \$64,275 (max of 9 months)

In addition to the above, employees are eligible for medical benefits (health, dental, vision) and may qualify for other pay differentials.

Entry-Level Communications Operator- Statewide with Positions Locally

- **Role:** Emergency response dispatcher
- **Annual Hires Locally:** 1-2 (100 statewide)

- **Compensation:**
 - **Fire/EMS Dispatcher:** \$4,090 - \$6,373
-

Entry-Level Defensible Space Inspector- Statewide with Positions Locally

- **Annual Hires Statewide:** 150 (9-month positions)
 - **Classification:** Forestry Aide
 - **Compensation:** \$3,367 - \$4,163
-

In addition to the entry-level positions, there are ample opportunities for upward mobility within the department.

Fire Technology Advisory Board

The College of the Redwoods Fire Technology Advisory Board comprises fire chiefs from both municipal and volunteer agencies. While the board typically meets bi-annually, it has convened more frequently over the past year as we actively pursue accreditation. Minutes of the Advisory Board can be found at Appendix C.

FT Advisory Board Members:

Sean Wilson, Chair- CAL Fire Humboldt-Del Norte Unit, Battalion Chief

Tim Citro- Humboldt Bay Fire- Fire Chief

Chris Emmons- Arcata Fire District- Fire Chief

Rus Brown- Fortuna Fire Protection District- Fire Chief

Troy Smith- Samoa Peninsula Volunteer Fire Department- Battalion Chief

Kevin Carey- Crescent City Fire and Rescue Department- Fire Chief

Nick Pape- Shelter Cove- Fire Chief

Everett Buell- Kneeland Fire- Fire Captain

Sean Robertson- College of the Redwoods- Assistant Professor, Fire Technology

Erik (Roman) Rubalcava- Retired Fire Chief, Associate Professor

Fire Program Budget

In 2023, oversight of the Fire Technology program transitioned from Administrative Justice to Career Education. This restructuring included the addition of a part-time dedicated administrative coordinator to support the program. The new oversight framework enabled a more focused approach to the program's budgetary needs. Prior to this transition, most equipment used in the program was donated by local agencies. Additionally, the change allowed for a comprehensive assessment of budgetary requirements, including funding for subject matter experts and the implementation of an improved pay scale. Furthermore, this transition has strengthened advocacy efforts for the addition of full-time instructors to enhance program quality, continuity, and student support. We have also provided the RCCD final budget for 2024-2025 to show the colleges fiscal stability (see appendix E)

BUDGET OVERVIEW

	2023	2024	2025
Supplies & Equipment	\$11,430	\$18,000	\$23,640
Staff Salary	\$38,400	\$74,900	\$120,118
Subject Matter Expert/ Temporary Staff	\$6,250	\$9,375	\$47,500
Total	\$56,080	\$102,275	\$191,258

2023

02/12/25		Redwoods Community College District			Page: 1	
		Account Availability Report Ending 06/30/23				
		Options - Available/Met/Exceeded Budget				
Fiscal Year: 2023		SUBFUND: 11006 - Discretionary Funds				
GL Account	Allocated Budget	Actual	Encumbrances	%Committed	Available	

11006-4020-081-0000-57990 Cost Center Contingency : F	669.50	0.00	0.00	0.00	669.50	
11006-4020-081-2133-52412 Salary, Resource Expert : F	38,400.00	36,965.00	0.00	96.26	1,435.00	
11006-4020-081-2133-53300 OASDHI, All : Fire Academy	2,938.00	0.00	0.00	0.00	2,938.00	
11006-4020-081-2133-53310 OASDHI, Instructors and Aid	0.00	733.62	0.00	0.00	733.62	
11006-4020-081-2133-53500 SUI, All : Fire Academy	154.00	0.00	0.00	0.00	154.00	
11006-4020-081-2133-53510 SUI, Instructors and Aides	0.00	129.38	0.00	0.00	129.38	
11006-4020-081-2133-53600 Wk Comp, All : Fire Academy	453.00	0.00	0.00	0.00	453.00	
11006-4020-081-2133-53610 Wk Comp, Instructors and Ai	0.00	441.71	0.00	0.00	441.71	
11006-4020-081-2133-54300 Instructional Supplies : Fi	11,270.71	10,838.49	32.33	96.45	399.89	
11006-4020-081-2133-54500 Office Supplies : Fire Acad	30.50	30.50	0.00	100.00	0.00	
11006-4020-081-2133-54910 Warehouse Supplies : Fire A	100.00	19.14	0.00	19.14	80.86	
11006-4020-081-2133-55922 Interprogram Serv, Printing	29.29	124.03	0.00	423.46	94.74	
=====						
Totals for CLASS: 5 - Expenditures	54,045.00	49,281.87	32.33	91.25	4,730.80	
=====						
Totals for SUBFUND: 11006 - Discretionary Funds	54,045.00	49,281.87	32.33	91.25	4,730.80	



Position Requisition - Temporary

Position Title: Instructional Aide - Fire Program

Department/Division: AJ

Campus Location: Eureka

Start Date: 7/1/2022 End Date: 6/30/2023

Hourly Rate: \$25

Hours per Week: _____ # Weeks: _____ # Maximum Hours: 250 Salary Cost*: \$6250

* A minimum of 9% will be added for tax/benefit cost.

Funding Source: ☒ General ☐ Categorical ☐ Grant ☐ Auxiliary Other (specify): _____

Budget Information

~~11006-4020-080-2103-52412~~ Percent: 100%
11006-4020-081-2133-52412 Percent: _____
_____ Percent: _____

Permanent Staff Savings: ☐ Yes ☐ No

Budget Available: ☒ Yes ☐ No Budget Technician Approval: Julia Morrison Date: 05/09/2022

Julia Morrison (May 9, 2022 11:34 PDT)

Is this position funded by a restricted program? ☐ Yes ☒ No

If yes, name of the program: _____

Justification for requested position: *(Be specific and answer the following questions)*

- Is this position for Special Projects?
- Does this position require expertise that is not available among current staff?
- Discuss how this position is critical to the Mission.
- What will your department/division do if the position is not funded?
- What are alternative solutions for the position?

Instructional aides are utilized to assist with the instruction of the fire program.

Submitted by: Michael Perkins

Date: 5-5-22

Supervising Administrator: [Signature]

Date: 5/11/22

(Submit completed form to HR@Redwoods.edu)

Cabinet Approval Signature: [Signature]

Cabinet Approval Date: 5/12/2022

Cabinet Comments:

Approved



Position Requisition - Temporary

Position Title: Fire Program Coordinator

Department/Division: AJ

Campus Location: Eureka

Start Date: 7/1/2022 End Date: 6/30/2023

Hourly Rate: \$40

Hours per Week: _____ # Weeks: _____ # Maximum Hours: 960 Salary Cost*: \$38,400

* A minimum of 9% will be added for tax/benefit cost

Funding Source: ☒ General ☐ Categorical ☐ Grant ☐ Auxiliary Other (specify): _____

Budget Information

~~11006-4020-000-2105-52412~~ Percent: 100%

11006-4020-081-2133-52412 Percent: _____

_____ Percent: _____

Permanent Staff Savings: ☐ Yes ☐ No

Budget Available: ☒ Yes ☐ No Budget Technician Approval: Julia Morrison Date: 05/09/2022

Julia Morrison (May 9, 2022 11:34 PDT)

Is this position funded by a restricted program? ☐ Yes ☒ No

If yes, name of the program: _____

Justification for requested position: *(Be specific and answer the following questions)*

- Is this position for Special Projects?
- Does this position require expertise that is not available among current staff?
- Discuss how this position is critical to the Mission.
- What will your department/division do if the position is not funded?
- What are alternative solutions for the position?

The Fire Coordinator coordinates the FT course schedule and content for the fire academy.

Submitted by: Michael Perkins

Date: 5-5-22

Supervising Administrator: [Signature]

Date: 5/11/22

(Submit completed form to HR@Redwoods.edu)

Cabinet Approval Signature: [Signature]

Cabinet Approval Date: 5/11/2022

Cabinet Comments:

Approved

2024

02/12/25		Redwoods Community College District Account Availability Report Ending 06/30/24 Options - Available/Met/Exceeded Budget			Page: 1
Fiscal Year: 2024		SUBFUND: 11006 - Discretionary Funds			
GL Account	Allocated Budget	Actual	Encumbrances	%Committed	Available
11006-4020-081-0000-57990 Cost Center Contingency : F	0.00	0.00	0.00	0.00	0.00
11006-4020-081-2133-52410 Salary, Instr Aide Short-te	12,500.00	16,766.25	0.00	134.13	4,266.25-
11006-4020-081-2133-52412 Salary, Resource Expert : F	38,400.00	3,193.75	0.00	8.32	35,206.25
11006-4020-081-2133-53300 OASDHI, All : Fire Academy	3,894.00	0.00	0.00	0.00	3,894.00
11006-4020-081-2133-53310 OASDHI, Instructors and Aid	0.00	1,397.99	0.00	0.00	1,397.99-
11006-4020-081-2133-53500 SUI, All : Fire Academy	66.00	0.00	0.00	0.00	66.00
11006-4020-081-2133-53510 SUI, Instructors and Aides	0.00	68.55	0.00	0.00	68.55-
11006-4020-081-2133-53600 Wk Comp, All : Fire Academy	632.00	0.00	0.00	0.00	632.00
11006-4020-081-2133-53610 Wk Comp, Instructors and Ai	0.00	248.09	0.00	0.00	248.09-
11006-4020-081-2133-54300 Instructional Supplies : Fi	7,456.31	3,400.90	0.00	45.61	4,055.41
11006-4020-081-2133-55922 Interprogram Serv, Printing	264.19	371.47	0.00	140.61	107.28-
11006-4020-081-6010-52120 Salary, Clerical : Fire Aca	0.00	1,032.00	0.00	0.00	1,032.00-
11006-4020-081-6010-53300 OASDHI, All : Fire Academy	0.00	0.00	0.00	0.00	0.00
11006-4020-081-6010-53325 OASDHI, Other Nonacademic :	0.00	78.94	0.00	0.00	78.94-
11006-4020-081-6010-53500 SUI, All : Fire Academy	0.00	0.00	0.00	0.00	0.00
11006-4020-081-6010-53525 SUI, Other Nonacademic : Fi	0.00	3.61	0.00	0.00	3.61-
11006-4020-081-6010-53600 Wk Comp, All : Fire Academy	0.00	0.00	0.00	0.00	0.00
11006-4020-081-6010-53625 Wk Comp, Other Nonacademic	0.00	12.83	0.00	0.00	12.83-
=====					
Totals for CLASS: 5 - Expenditures	63,212.50	26,574.38	0.00	42.04	36,638.12
=====					
Totals for SUBFUND: 11006 - Discretionary Funds	63,212.50	26,574.38	0.00	42.04	36,638.12

Lottery Funds

03/24/25		Redwoods Community College District Account Availability Report Ending 06/30/24 Options - Available/Met/Exceeded Budget			Page: 1
Fiscal Year: 2024		SUBFUND: 11042 - PROP 20 Lottery			
GL Account	Allocated Budget	Actual	Encumbrances	%Committed	Available
11042-4020-081-2133-54300 Instructional Supplies : Fi	10,279.50	9,233.77	0.00	89.83	1,045.73
=====					
Totals for PROGRAM: 081 - Fire Academy	10,279.50	9,233.77	0.00	89.83	1,045.73
=====					
Totals for CLASS: 5 - Expenditures	10,279.50	9,233.77	0.00	89.83	1,045.73
=====					
Totals for SUBFUND: 11042 - PROP 20 Lottery	10,279.50	9,233.77	0.00	89.83	1,045.73



Position Requisition - Temporary

Position Title: Fire Program Coordinator

Department/Division: Career Ed

Campus Location: Eureka

Start Date: 7/1/2023 End Date: 6/30/2024

Hourly Rate: 40

Hours per Week: _____ # Weeks: _____ # Maximum Hours: 960 Salary Cost*: \$38,400

* A minimum of 9% will be added for tax/benefit cost.

Funding Source: ☒ General ☐ Categorical ☐ Grant ☐ Auxiliary Other (specify): _____

Budget Information

11006-4020-081-2133-52412 Percent: 100%

_____ Percent: _____

_____ Percent: _____

Permanent Staff Savings: ☐ Yes ☐ No

Budget Available: ☐ Yes ☐ No Budget Technician Approval: Mitchell Lucky Date: May 16, 2023

Mitchell Lucky (May 16, 2023 10:44 PM)

Is this position funded by a restricted program? ☐ Yes ☒ No

If yes, name of the program: _____

Justification for requested position: *(Be specific and answer the following questions)*

- Is this position for Special Projects?
- Does this position require expertise that is not available among current staff?
- Discuss how this position is critical to the Mission.
- What will your department/division do if the position is not funded?
- What are alternative solutions for the position?

The Fire Coordinator coordinates the FT course schedule, content, obtaining needed equipment and specialized instructors for the fire academy.

Submitted by: mls raley

Date: May 15, 2023

Supervising Administrator: Lisa Gaudin

Date: Jun 27, 2023

(Submit completed form to HR@Redwoods.edu)

Cabinet Approval Signature: [Signature]

Cabinet Approval Date: 6/14/2023

Cabinet Comments: Approved



Position Requisition - Temporary

Position Title: Fire Program Coordinator

Department/Division: Career Ed

Campus Location: Eureka

Start Date: 7/1/2023 End Date: 6/30/2024

Hourly Rate: 40

Hours per Week: _____ # Weeks: _____ # Maximum Hours: 960 Salary Cost*: \$38,400

* A minimum of 9% will be added for tax/benefit cost.

Funding Source: ☒ General ☐ Categorical ☐ Grant ☐ Auxiliary Other (specify): _____

Budget Information

11006-4020-081-2133-52412 Percent: 100%

_____ Percent: _____

_____ Percent: _____

Permanent Staff Savings: ☐ Yes ☐ No

Budget Available: ☐ Yes ☐ No Budget Technician Approval: Mitchell Lucky Date: May 16, 2023

Mitchell Lucky (May 16, 2023 10:44 PM)

Is this position funded by a restricted program? ☐ Yes ☒ No

If yes, name of the program: _____

Justification for requested position: *(Be specific and answer the following questions)*

- Is this position for Special Projects?
- Does this position require expertise that is not available among current staff?
- Discuss how this position is critical to the Mission.
- What will your department/division do if the position is not funded?
- What are alternative solutions for the position?

The Fire Coordinator coordinates the FT course schedule, content, obtaining needed equipment and specialized instructors for the fire academy.

Submitted by: mls raley

Date: May 15, 2023

Supervising Administrator: Lisa Ganga

Date: Jun 27, 2023

(Submit completed form to HR@Redwoods.edu)

Cabinet Approval Signature: [Signature]

Cabinet Approval Date: 6/14/2023

Cabinet Comments: Approved

2025

02/12/25		Redwoods Community College District			Page: 1
		Account Availability Report Ending 06/30/25			
		Options - Available/Met/Exceeded Budget			
Fiscal Year: 2025		SUBFUND: 11006 - Discretionary Funds			
GL Account	Allocated Budget	Actual	Encumbrances	%Committed	Available
11006-4020-081-0000-57990 Cost Center Contingency : F	2,570.00	0.00	0.00	0.00	2,570.00
11006-4020-081-2133-52410 Salary, Instr Aide Short-te	0.00	5,488.75	0.00	0.00	5,488.75-
11006-4020-081-2133-53300 OASDHI, All : Fire Academy	0.00	419.89	0.00	0.00	419.89-
11006-4020-081-2133-53500 SUI, All : Fire Academy	0.00	8.23	0.00	0.00	8.23-
11006-4020-081-2133-53600 Wk Comp, All : Fire Academy	0.00	67.11	0.00	0.00	67.11-
11006-4020-081-2133-54300 Instructional Supplies : Fi	1,000.00	320.00	680.00	100.00	0.00
11006-4020-081-2133-54500 Office Supplies : Fire Acad	100.00	48.47	51.53	100.00	0.00
11006-4020-081-2133-54670 Vehicle Operation : Fire Ac	500.00	275.14	0.00	55.03	224.86
11006-4020-081-2133-54720 Tools and Equip Under \$200	2,050.00	2,050.00	0.00	100.00	0.00
11006-4020-081-2133-54910 Warehouse Supplies : Fire A	20.00	0.00	0.00	0.00	20.00
11006-4020-081-2133-55320 Membership Fees : Fire Acad	6,000.00	0.00	6,000.00	100.00	0.00
11006-4020-081-2133-55922 Interprogram Serv, Printing	300.00	47.60	0.00	15.87	252.40
=====					
Totals for COSTCENTER: 4020 - Senior VP, CIO	12,540.00	8,725.19	6,731.53	123.26	2,916.72-
=====					
Totals for SUBFUND: 11006 - Discretionary Funds	12,540.00	8,725.19	6,731.53	123.26	2,916.72-

Lottery Funds

03/24/25		Redwoods Community College District			Page: 1
		Account Availability Report Ending 06/30/25			
		Options - Available/Met/Exceeded Budget			
Fiscal Year: 2025		SUBFUND: 11042 - PROP 20 Lottery			
GL Account	Allocated Budget	Actual	Encumbrances	%Committed	Available
11042-4020-081-2133-54300 Instructional Supplies : Fi	12,000.00	8,348.92	1,312.00	80.51	2,339.08
=====					
Totals for CLASS: 5 - Expenditures	12,000.00	8,348.92	1,312.00	80.51	2,339.08
=====					
Totals for SUBFUND: 11042 - PROP 20 Lottery	12,000.00	8,348.92	1,312.00	80.51	2,339.08



Position Requisition - Temporary

Position Title: Subject Matter Expert- Fire Technology

Department/Division: Career Education

Campus Location: Eureka

Start Date: 8/1/2024 End Date: 6/30/2025

Hourly Rate: Based on Experience \$35-50

Human Resources Use Only

Requisition #: 25-87

Position Code: TCE SME FIRE

Hours per Week: _____ # Weeks: _____ # Maximum Hours: 900 Salary Cost*: 45,000

* A minimum of 9% will be added for tax/benefit cost.

Funding Source: ☒ General ☐ Categorical ☐ Grant ☐ Auxiliary Other (specify): _____

Budget Information

11006-4020-081-2133-52410 Percent: 100

_____ Percent: _____

_____ Percent: _____

Permanent Staff Savings: ☐ Yes ☐ No

Budget Available: ☐ Yes ☒ No Budget Technician Approval: Mitchell Lucky Date: Aug 15, 2024

Is this position funded by a restricted program? ☐ Yes ☒ No

If yes, name of the program: _____

Justification for requested position: *(Be specific and answer the following questions)*

- Is this position for Special Projects?
- Does this position require expertise that is not available among current staff?
- Discuss how this position is critical to the Mission.
- What will your department/division do if the position is not funded?
- What are alternative solutions for the position?

In compliance with State Fire training guidelines we must have 1 instructor for every 5 students during skills session and testing. We also have sections of the course that utilize subject matter experts to instruct to best serve the students. The hours requested are for two academies. The pay structure was approved last academic year and attached below.

Submitted by: Rory Johnson

Date: Aug 14, 2024

Supervising Administrator: [Signature]

Date: Aug 16, 2024

(Submit completed form to HR@Redwoods.edu)

Cabinet Approval Signature: [Signature]
Cabinet Comments: _____

Cabinet Approval Date: _____

Fire Academy Instruction Aid- Temp Position Pay Structure

Hourly Salary	\$35.00 per hr.	\$40.00 per hr.	\$45.00 per hr.	\$50.00 per hr.
Years of Professional Experience	2 to 3 years	3 to 4 years	5+	12+ years
State Fire Training Instructor Certification	No	No	Yes	Yes
Amount of Classroom Instruction	No Experience Required	Minimum 32 hours	Minimum 48 hours	Minimum 64 hours
Specific Subject Matter Training	Yes	Yes	Yes	Yes

Signature: Mitchell Lucky
Mitchell Lucky (Aug 15, 2024 15:32 PDT)

Email: budget@redwoods.edu

Position Requisition - Temporary

Position Title: Instructional Aide- Fire Technology

Department/Division: Career Education

Campus Location: Eureka

Start Date: 8/1/2024 End Date: 6/30/2025

Hourly Rate: 25.00

Hours per Week: _____ # Weeks: _____ # Maximum Hours: 100 Salary Cost*: 2,500
* A minimum of 9% will be added for tax/benefit cost.

Funding Source: ☒ General ☐ Categorical ☐ Grant ☐ Auxiliary Other (specify): _____

Budget Information

11006-4020-081-2133-52410 Percent: 100

_____ Percent: _____

_____ Percent: _____

Permanent Staff Savings: ☒ Yes ☐ No

Budget Available: ☐ Yes ☐ No Budget Technician Approval: Mitchell Lucky Date: Aug 15, 2024

Is this position funded by a restricted program? ☐ Yes ☒ No

If yes, name of the program: _____

Justification for requested position: *(Be specific and answer the following questions)*

- Is this position for Special Projects?
- Does this position require expertise that is not available among current staff?
- Discuss how this position is critical to the Mission.
- What will your department/division do if the position is not funded?
- What are alternative solutions for the position?

The fire technology utilizes instructional aide for skills days to fill SCBA bottles, and assist with materials. The college borrows the air trailer to absorb the cost of owning and maintaining our own.

Submitted by: Rory Johnson

Date: Aug 14, 2024

Supervising Administrator: [Signature]

Date: Aug 16, 2024

(Submit completed form to HR@Redwoods.edu)

Cabinet Approval Signature: [Signature]

Cabinet Approval Date: _____

Cabinet Comments:

Business Plan

The College of the Redwoods Fire Technology Program's 5-year business plan (2024–2029) (see Appendix D) outlines a strategic roadmap to become a premier firefighting training institution in California. Key objectives include securing accreditation, enhancing infrastructure with a dedicated training facility, expanding academic offerings to include AS degrees and transfer pathways, and integrating workforce and community engagement through internships and outreach. The plan emphasizes equitable admissions, diverse enrollment growth, and industry-standard training resources, with projected funding needs exceeding \$3 million. Success will be measured by student completion and employment rates, accreditation status, and year-over-year enrollment increases.

ASSESSMENT

In 2022, the Far North Center of Excellence for Labor Market Research projected a 4% increase in firefighting jobs over the next five years. The updated 2024 report, however, indicates a projected increase of 10%. This upward trend aligns with the needs reported by our local firefighting agencies. Our service area requires a local training program to supply agencies with trained firefighters, thereby improving retention rates.

PLAN OF ACTION

Redwood Community College District has developed an Instructional Services Agreement with CAL Fire and the Humboldt County Fire Instructors Association to offer FSTEP classes to sharpen the skills of newly hired firefighters. RCCD plans to offer State Fire Training CFSTES and FSTEP courses to current firefighters to fill the anticipated vacancies in company officer, chief officer, fire instructor and fire prevention positions.

The new Instructional Service Agreement (ISA) (see Appendix F) will further expand the program's capabilities by increasing the budget to support the acquisition of college-owned equipment, staffing, and enhancements to training sites. This investment will provide students with access to updated resources and improve hands-on training opportunities.

Cultural and Gender Diversity

Educational institutions serve as a resource pool for California fire agencies. Therefore, it is important they mirror the diversity of the communities or regions served. Redwoods Community College District recognizes its role in providing a cultural and gender diverse pool of work force candidates.

PERFORMANCE OBJECTIVES

1. Ethnic/gender community demographic report (min. five years of data.)
2. Ethnic/gender ARTP demographic report.
3. Outreach/Recruitment diversification effort.
4. Measurable goals to achieve/maintain diverse agency composition.

DESCRIPTION

In general, the ethnic and gender demographics for the college are representative of the population that Redwoods Community College District serves. The demographics for the Fire Academy, however, are not.

Gender and ethnic composition of Redwoods Community College District and its campuses and centers is documented in accordance to demographic studies conducted by the Redwoods Community College's Office of Institutional Research. The regional demographic data was obtained from Data USA. Based upon the recent data collected from the five courses offerings beginning in the Fall 2020 and culminating with data from course offerings in Fall 2023. While the representative sample of fire technology students was fairly small (140), the data collected identified a fairly diversified group of ethnic groups were represented within the current Fire Technology course offerings.

ASSESSMENT

College of the Redwoods is committed to promoting gender equity and ethnic diversity while maintaining the high standards of the fire service. Currently, the Fire Technology program reflects the overall diversity of our community.

PLAN OF ACTION

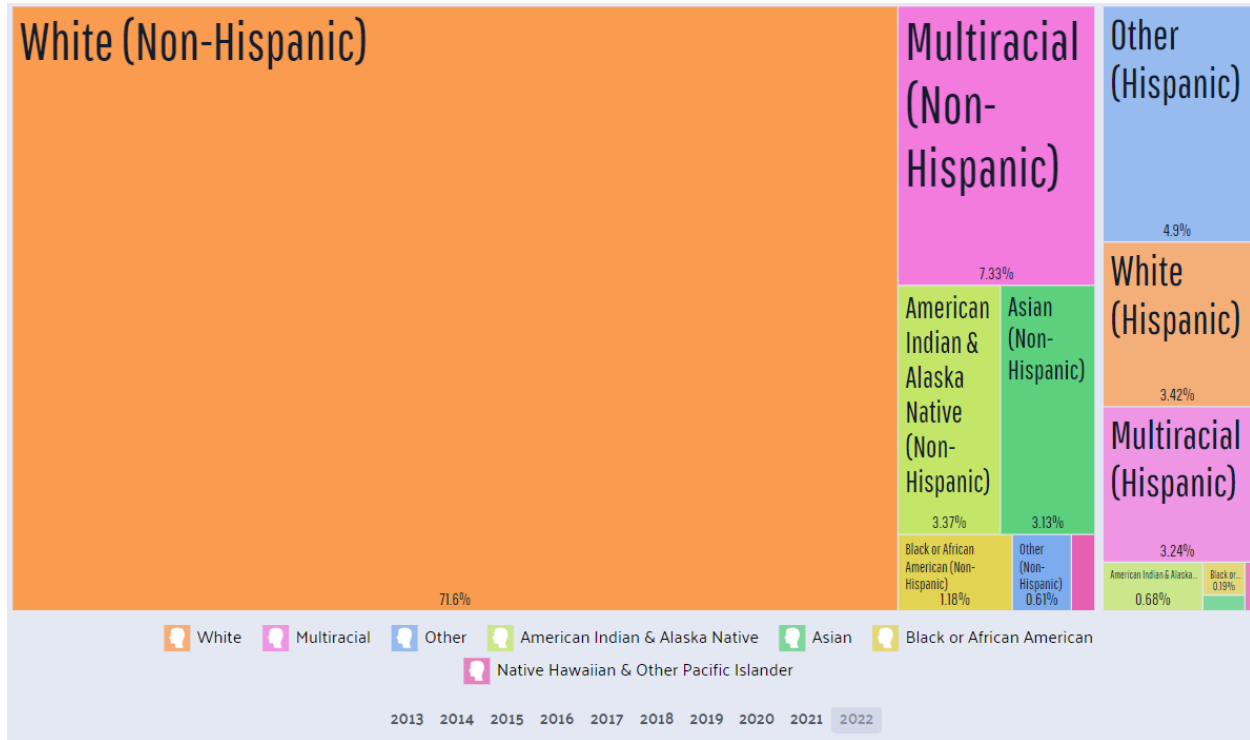
It is our goal to focus on our student athletes, veterans program, local high schools, continuation schools, job and career fairs, and fire agencies to continue to recruit a diverse population of students. We will participate in a minimum of one community outreach event per year and one on campus outreach event. Events we will participate in are the Rescue and Response Career Fair, and College of the Redwoods Career Fair. We will schedule visits with the campus Veterans Center and athletic teams once a semester.

Informational brochures as to our Fire Technology program have also been produced and are distributed throughout the campus, and on our college website.

As per State Fire Training (SFT) requirements, reports will be developed annually and will be maintained for review and evaluation at accreditation time.

Humboldt County Race and Ethnicity Data

Source; [Data USA](#)



2023 Data	Population in Humboldt County (ACS 2023)		Population in Del Norte County (ACS 2023)		Population in Humboldt & Del Norte Counties (ACS 2023)	
	#	%	#	%	#	%
Total	135,418	100.0%	27,293	100.0%	162,711	100.0%
Black or African-American	1,523	1.1%	805	2.9%	2,328	1.4%
American Indian/Alaskan Native	4,120	3.0%	1,686	6.2%	5,806	3.6%
Asian/Pacific Islander	4,411	3.3%	940	3.4%	5,351	3.3%
Hispanic/Latino	18,744	13.8%	5,350	19.6%	24,094	14.8%
Multi-Ethnicity	10,609	7.8%	1,658	6.1%	12,267	7.5%
Unknown / Other	896	0.7%	186	0.7%	1,082	0.7%
White Non-Hispanic	95,115	70.2%	16,668	61.1%	111,783	68.7%
Female	68,411	50.5%	12,442	45.6%	80,853	49.7%
Male	67,007	49.5%	14,851	54.4%	81,858	50.3%

Fire Technology FT-121 Student Race and Ethnicity Data

Academic Year	Term	Course Name	IPEDS Race / Ethnicity	Count of Students
2020 - 2021	2020F	FT-205	American Indian	3
			Black or African American	1
			Hispanic/Latino	8
			White	13
	2020F Total			25
2020 - 2021 Total				25
2021 - 2022	2021F	FT-205	Black or African American	1
			Hispanic/Latino	4
			Two or More Races	1
			Unknown	1
	White	20		
2021F Total			27	
2021 - 2022 Total				27
2022 - 2023	2022F	FT-121	American Indian	2
			Hispanic/Latino	7
			Two or More Races	2
			White	17
	2022F Total			28
	2023S	FT-121	Hispanic/Latino	4
			Two or More Races	2
			Unknown	1
			White	20
2023S Total			27	
2022 - 2023 Total				55
2023 - 2024	2023F	FT-121	American Indian	1
			Black or African American	2
			Hispanic/Latino	5
			Two or More Races	1
			Unknown	4
			White	14
	2023F Total			27
2023 - 2024 Total				27
2024 - 2025	2024F	FT-121	American Indian	4
			Black or African American	1
			Hawaiian/Pacific Islander	1
			Hispanic/Latino	1
			Two or More Races	1
			Unknown	4
			White	18
	2024F Total			30
	2025S	FT-121	Asian	1
			Hispanic/Latino	3
			Two or More Races	5
			Unknown	3
White	18			
2025S Total			30	
2024 - 2025 Total				60
Grand Total				194

Academic Year	Term	Course Name	Gender	Count of Students
2020 - 2021	2020F	FT-205	Female	4
			Male	20
			Unknown	1
	2020F Total			25
2020 - 2021 Total				25
2021 - 2022	2021F	FT-205	Female	3
			Male	24
	2021F Total			27
2021 - 2022 Total				27
2022 - 2023	2022F	FT-121	Female	2
			Male	26
	2022F Total			28
	2023S	FT-121	Female	8
			Male	19
	2023S Total			27
2022 - 2023 Total				55
2023 - 2024	2023F	FT-121	Female	2
			Male	25
	2023F Total			27
2023 - 2024 Total				27
2024 - 2025	2024F	FT-121	Female	4
			Male	26
	2024F Total			30
	2025S	FT-121	Female	3
			Male	26
			Unknown	1
2025S Total			30	
2024 - 2025 Total				60
Grand Total				194

Management

CRITERION

Management services are sufficient to support the instructional program.

PERFORMANCE OBJECTIVES

1. Coordinator has minimum five years' fire service experience
2. Person Managing the program and their credentials
3. Resources needs satisfied
4. Sufficient clerical support
5. Records, rosters and document maintenance
6. Measurable goals to maintain sufficient management of ARTP/ALA

DESCRIPTION

The Dean of Career Education is responsible for the administration of assigned instructional and support programs and areas, including the Fire Technology Program and the Fire Academy. They are also responsible for supervising and evaluating the performance of faculty, associate faculty and program coordinators. They participate in the strategic planning process as it relates to the effective and efficient operation of the Fire Technology Program and Academy in concert with the College of the Redwoods. Rachel Warze, the full-time administrative coordinator, is responsible for overseeing the day-to-day operations of the academy, as well as the budget, record keeping and other clerical duties. She will be responsible for maintaining the Fire Technology website, as well as communication to prospective fire cadets and the community. Sean Robertson, the Full-Time Fire Technology Faculty, is responsible for the development of program goals and objectives as identified by the Fire Advisory Board, and Dean of Career Education. In addition, he is responsible for managing the development and ongoing maintenance and improvement of the academic content, and instructional cadre.

The Fire Academy Coordinator is a position that is provided by CAL Fire Humboldt-Del Norte Unit agreed upon in an MOU. (see Appendix G) The coordinator will assist in recruiting CAL Fire and local government employees as "Instructional Aids" or "Subject Matter Experts," ensure proper planning and organization of their subjects, and arrange for replacements as needed. The Coordinator also assists in teaching and CAL Fire specific instruction. The Fire Technology program and the Fire Academy receive professional direction from the Fire Technology Advisory Committee. This committee has been part of the college since its reentry into fire training. Committee members were selected from fire agencies and community members. To replace or augment the committee, recommendations are taken from

existing members. This committee meets bi-annually but is always available for input on any issue related to the Fire Technology Program. (see Appendix C for Minutes)

ASSESSMENT

The current and proposed future organization and responsibility tiers are sufficient to meet the needs of the Fire Technology Program and Academy and ensure that the appropriate policies are established, and necessary resources are obtained. College of the Redwoods complies with the California Education Code, Title V, which concerns documentation and record completeness with respect to a student's right of privacy. We do not supply grades to third parties, nor do we supply grades over the telephone. Students may obtain grades through transcript request or Internet access via the College's website.

The Administrative Coordinator, Full-Time Faculty, and Fire Technology & Academy Coordinator(s) work in concert to provide the students and instructors with ready access to course records, class rosters, and other necessary documents. Record security is paramount and access to tests, personnel information and health records is only allowed by the Administrative Coordinator and the Fire Academy Coordinator. Records for the last five years are on file and are easily retrievable by the Academy staff.

PLAN OF ACTION

The Fire Technology staff believe the current and proposed organizational plan is structured appropriately to provide adequate support for the management of the program. Attaining Regional Academy and Regional Training Program (ARTP) status will enable the staff to ensure that courses and instructors are registered appropriately with State Fire Training, lending even more consistency and efficiency to the program. ARTP status is the primary short-term goal of the Fire Tech Program as described in the FT-121 curriculum and 5-year strategic plan. (see Appendix D)

Instructor Cadre

CRITERION

PERFORMANCE OBJECTIVES

1. Organization chart with functional duties
2. Ethnic/gender cadre report
3. Provide personnel details/qualifications of cadre
4. Cadre procedures established (Code of Ethics, signed agreement etc.)
5. Outreach/recruitment efforts
6. Cadre selection/application process
7. Cadre minimum requirements
8. List of SFT Registered Instructors with Qualifications (including fire academy instructor, historical recognition)
9. Conduct policy in-place for cadre/instructors

DESCRIPTION

The instructional staff is made up of the Full-Time Faculty/Academy Director, Sean Robertson, Full-Time Faculty, Andrew Manning joining us Spring 2026, Fire Technology Coordinator, Nathan Gates associate faculty, Sean Wilson, subject matter experts, and instructional aides. Associate faculty members and subject matter experts consist of active or retired firefighters who are qualified in their area of instruction. To be a RCCD Fire Fighter 1 Instructor, individuals will be required to have met or exceeded the minimum qualifications for Firefighter 1 Instructors as required per SFM Policy & Procedures Manual (A.5.c.1). If their area of instruction is an FSTEP course, they are registered by the State Fire Marshal's Office to instruct in their content area.

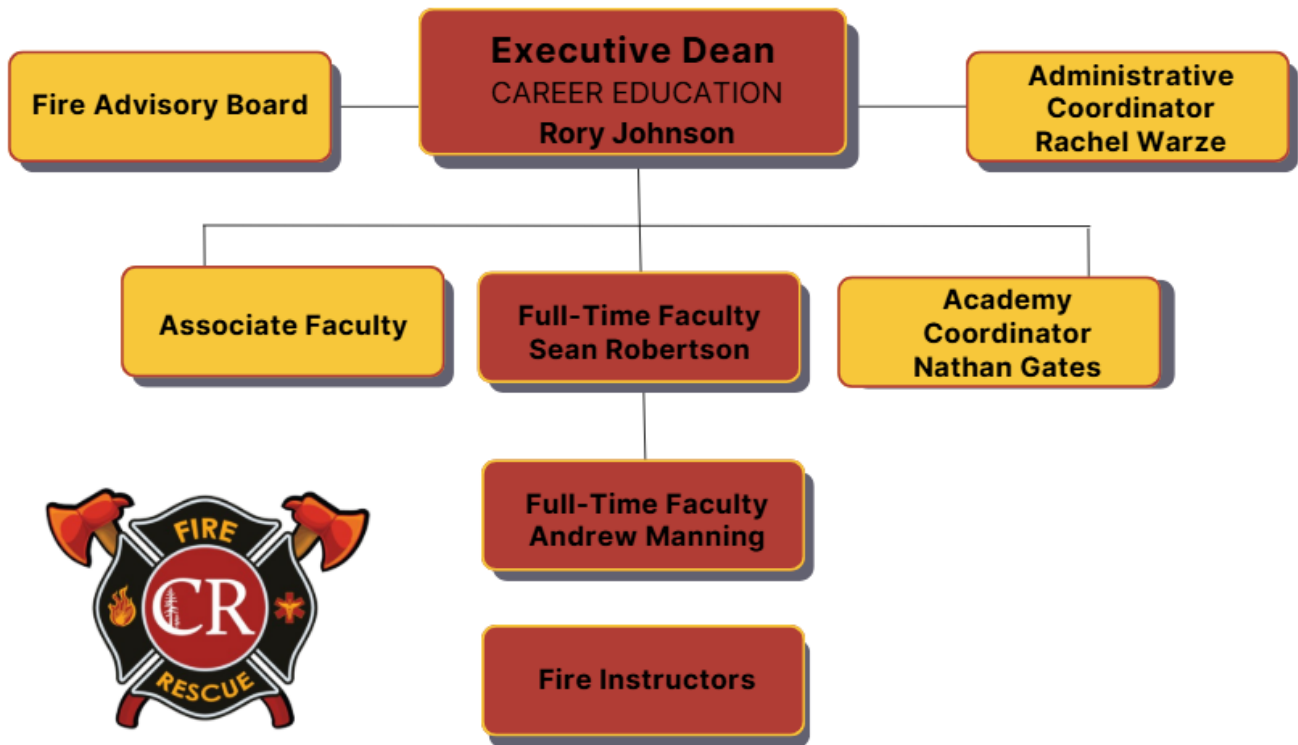
Full-Time Faculty and Associate Faculty members must meet minimum qualifications set forth by the Chancellor's office. It requires faculty either have any bachelor's degree or higher and two years of professional experience; or any associate degree and six years of professional experience.

Instructional Aides are active or retired firefighters, or active volunteer firefighters, who assist the faculty while on the training ground but are not providing direct instruction to the cadets. The minimum qualification for the instructional aides is to have completed an accredited Fire Fighter 1 Academy and achieved certification in Fire Fighter 1 and 2.

The support staff, consisting of a full-time clerical position, and Fire Technology Program Coordinator have been determined to be sufficient to meet the needs of the currently proposed program.

The Fire Academy has developed an instructor's manual (see Appendix I) that will be used to establish policies and procedures for associate faculty, subject matter experts and instructional aides. It enhances the consistency of the program and the discipline of the Cadets. This manual is intended to provide a policy for conduct and demeanor that is consistent with the ethical standard established by the OSFM.

ORGANIZATIONAL CHART

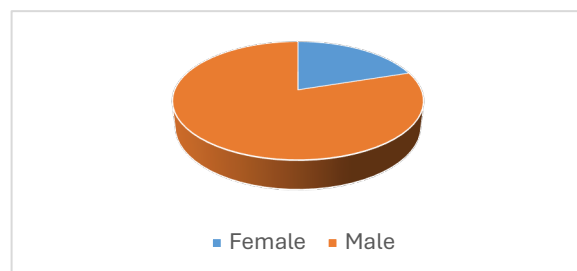
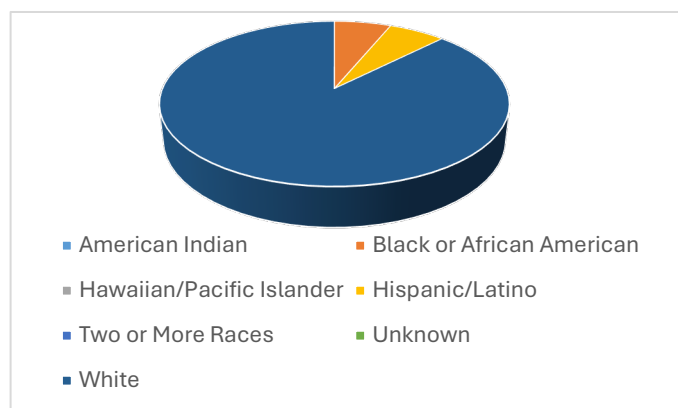


Instructor Demographics

This data represents instructors, subject matter experts and volunteers.

American Indian	
Black or African American	1
Hawaiian/Pacific Islander	
Hispanic/Latino	1
Two or More Races	
Unknown	
White	14

Female	4
Male	16



Instructor Qualifications

Chambers, Jonathan

Humboldt - jchambers@hbfire.org

- Fire Apparatus Driver/Operator 1B: Pump Apparatus Operations (2017)
- Fire Apparatus Driver/Operator 1A: Driver/Operator (2017)
- Company Officer 2C (2014)
- Basic Pump Operations
- Company Officer 2D
- Company Officer 2B (2014)
- Company Officer 2A (2014)

Cox, Cory

Shasta - cory.cox@fire.ca.gov

- Confined Space Rescue Awareness (2021)
- S-130 Fire Fighter Training
- Fire Fighter Survival (2023)
- I-200: Basic Incident Command System for Initial Response (2019)
- Fire Control 1
- Fire Control 2
- Fire Fighter 1 & 2 Instructor
- I-300 Intermediate ICS (2019)
- Fire Apparatus Driver/Operator 1A: Driver/Operator (2017)
- Fire Apparatus Driver/Operator 1B: Pump Apparatus Operations (2017)
- S-131 Fire Fighting 1 Training (2016)
- S-190 Intro to Wildland Fire Behavior
- S-212 Wildland Fire Chain Saws
- S-215 Fire Operations in the Wildland Urban Interface
- Common Passenger Vehicle Rescue Technician (2021)
- S-211: Portable Pumps and Water Use (2012)
- S-290: Inter Wildland Fire Behavior

Frits, Jordan

Humboldt - jordan.frits@fire.ca.gov

- Confined Space Rescue Awareness (2021)
- Fire Apparatus Driver/Operator 1B: Pump Apparatus Operations (2017)
- Fire Apparatus Driver/Operator 1A: Driver/Operator (2017)

Gould, Joshua

Humboldt - joshua.gould@fire.ca.gov

- Fire Fighter Survival (2023)
- Confined Space Rescue Awareness (2021)
- Fire Fighter 1 & 2 Instructor
- I-300 Intermediate ICS (2019)

Robertson, Sean

Humboldt – srrobert@suddenlink.net

- Fire Apparatus Driver/Operator 1B: Pump Apparatus Operations (2017)
- Fire Apparatus Driver/Operator 1A: Driver/Operator (2017)
- Company Officer 2A (2014)
- Company Officer 2D
- Company Officer 2B (2014)
- Basic Pump Operations

Rubalcava, Erik

Humboldt- hotshoes911@gmail.com

- Instructor 1: Instructional Methodology (2019)
- Confined Space Rescue Awareness (2021)
- Fire Fighter Survival (2023)
- Instructor 2: Instructional Delivery (2019)
- Common Passenger Vehicle Rescue Technician (2021)
- Fire Apparatus Driver/Operator 1B: Pump Apparatus Operations (2017)
- Basic Pump Operations
- Basic Emergency Vehicles Operations
- Fire Apparatus Driver/Operator 1A: Driver/Operator (2017)

Terry, David

Humboldt- hshsurf@yahoo.com

- Open Water Rescue - Basic

Wilson, Sean

Humboldt - Sean.p.wilson@fire.ca.gov

- Fire Fighter 1 Skills Evaluator
- I-300 Intermediate ICS (2019)
- Confined Space Rescue Awareness (2021)
- Fire Fighter 2 Lead Evaluator
- Fire Fighter 1 & 2 Instructor
- Fire Fighter 2 Skills Evaluator
- Fire Fighter 1 Lead Evaluator
- Fire Apparatus Driver/Operator 1A: Driver/Operator (2017)

ASSESSMENT

The RCCD instructor cadre closely mirrors the cadet population demographic makeup, fostering a more inclusive and relatable training environment. This alignment enhances mentorship, communication, and overall cadet engagement, while also reflecting the diversity and values of the communities the program serves. As a result, cadets benefit from instruction that is not only technically proficient but also culturally responsive and representative.

PLAN OF ACTION

Instructor quality and consistency will be a primary focus in our Academy as it is the primary goal of the Redwoods Community College District. Continuous program and course review of learning objectives, outcomes, and student success is conducted routinely and used as part of the College's continuous learning environment improvement program. To further support this, we will be launching a mentorship program in collaboration with the Humboldt County Fire Instructors Association to guide and mentor local fire agency instructors, ensuring alignment with best practices and strengthening instructional quality across the region.

It is RCCD's intent to offer training that will enhance the skills of our instructors and continue with instructor evaluations. RCCD will support and encourage future FF I Instructors to not only meet the current FFI Instructor requirements as identified by SFT Policy and Procedure, but also to become test evaluators.

RCCD will participate in outreach via the delivery of presentations to organizations with ties to cultural and gender diversity to promote the program. When instructor positions come available, notification will be made to organizations such as the Black Professional Firefighters, Hispanic Association of Firefighters, and NorCal Women in the Fire Service. Collaboration with college programs that encourage diversity will be accomplished to further learn how to expand our outreach effectiveness.

The fire technology program is committed to partner with local employers and outside accrediting agencies, to create outcomes based on skills and embed learning in real-world and problem-based experiences to prepare students to succeed in a rapidly evolving world of work.

When funding becomes available for construction for the state-of-the-art training facility, the Fire Technology Program will have the opportunity to increase the student population and enhance course offerings. The focus will be on recruitment and retention of quality instructors through the use of development resources such as:

- Continuing education opportunities
 - Provide instructors with courses, seminars and training that will enhance lifelong learning
- Curriculum development utilizing instructional staff
 - Provide an opportunity for an annual review of curriculum and student learning outcomes
- Faculty mentorship program
 - Provide opportunities for new adjunct instructors to assist primary instructional staff in teaching skills and techniques for specific classes of interest

The Director will continue to work with the SCFCA, SCTOA and the SCLC to promote instructional development and program growth.

Facilities, Supplies, Equipment

The college and fire service organizations within the district provide facilities and equipment necessary to support the fire academy training program. Computers, apparatus, tools, simulations, supplies, and equipment shall be relevant and available in sufficient quantity, quality and relevancy.

PERFORMANCE OBJECTIVES

1. Written agreements for all training facilities/sites
2. Details of all training facilities/sites (manufacture date, purchase date etc.)
3. Appropriate Classroom
4. Training Tower
5. Burn buildings
6. Storage Area
7. Appropriate quantity of equipment/training aids
8. Appropriate/compliant PPE (student and staff)
9. Appropriate/compliant apparatus and equipment
10. Durable/expendable supplies
11. Equipment use logs (rope, hose, ladders)
12. Burn Log, as appropriate
13. Current inspection, testing, maintenance and engineering reports for burn building(s)(NFPA 1403, chapter 7) (*not yet required*)
14. Training tower(s) structural engineers report (*not yet required*)
15. Measurable goals to achieve/maintain compliant, progressive, appropriate facilities, supplies, and equipment.

DESCRIPTION

The Fire Program operates in several locations throughout the region, depending upon course topics and equipment or prop needs. These locations include educational classrooms and facilities on district campuses. The primary classroom for the Fire Academy is located on the Eureka campus. Starting in Fall 2025 the Fire Technology program will have its own dedicated classroom. The classroom will be equipped with a laptop cart for use by all fire technology students. (See Appendix L for classroom details) All classrooms are equipped with appropriate technology for delivering course materials such as wireless internet, projectors, smartboard or whiteboard. Training tower, technical rescue, and burn room evolutions will be held at the Chris Kemp Training Center which is a State-Certified Technical Rescue and Confined Space training site, and the Fortuna Fire District Training Center. The program also utilizes the CAL Fire High Rock Training Center for wildland training.

Agreements have been established with CAL Fire Humboldt and Del Norte Unit (Appendix G), Humboldt Bay Fire, Fortuna Fire District and Humboldt County Fire Chiefs Association for use of their facilities and equipment (see Appendix J) Any supporting agency equipment utilized by the academy is taken out of service on the day of training. On occasion, in-service engine companies will assist with classes as necessary but will be always available for emergency service as needed.

Fortuna Fire District Training Facility: Certified Training Site

3 Story Training Tower- Bullhead System.

Manufactured 2022

Systems include:

- Live fire props using Class A fuel, which allows for variable fire behavior.
- Two (2) enclosed burn locations.
- Built-in temperature monitoring system.
- Standard door, window, clean-out and ventilation hatches.
- Moveable wall partitions or reconfigurable maze panels, which can be quickly reconfigured to alter the interior layout (i.e. create rooms, hallways, etc.)
- Wall breach.
- Window breach or burglar bar prop.
- Denver or nance drill.
- Wall breach or garage panel cutting prop.
- Forcible entry, steel cutting props, horizontal or pitched ventilation.
- Rappelling tower, exterior stairs, active roof top with interior stairs and crawl tubes.
- Exterior and interior lighting.
- Standpipe and sprinkler system.



Fortuna Fire Protection District Training Facility



Chris Kemp Training Center

Manufactured 2007

20-acre training center with 5 story steel tower constructed of shipping containers

5 story exterior stairwell with standpipe

Interior stairway from second to third floor

Covered windows on second through fifth floors

Confined space rescue prop with access scuttle on third floor

Rappelling platform with anchor points on fifth floor roof

Class A burn room with adjacent search and forcible entry rooms

Structural collapse/technical rescue training house

Peaked and flat roof ventilation props

Fire Fighter Survival SCBA confidence course

Forcible entry props including:

Wall breach.

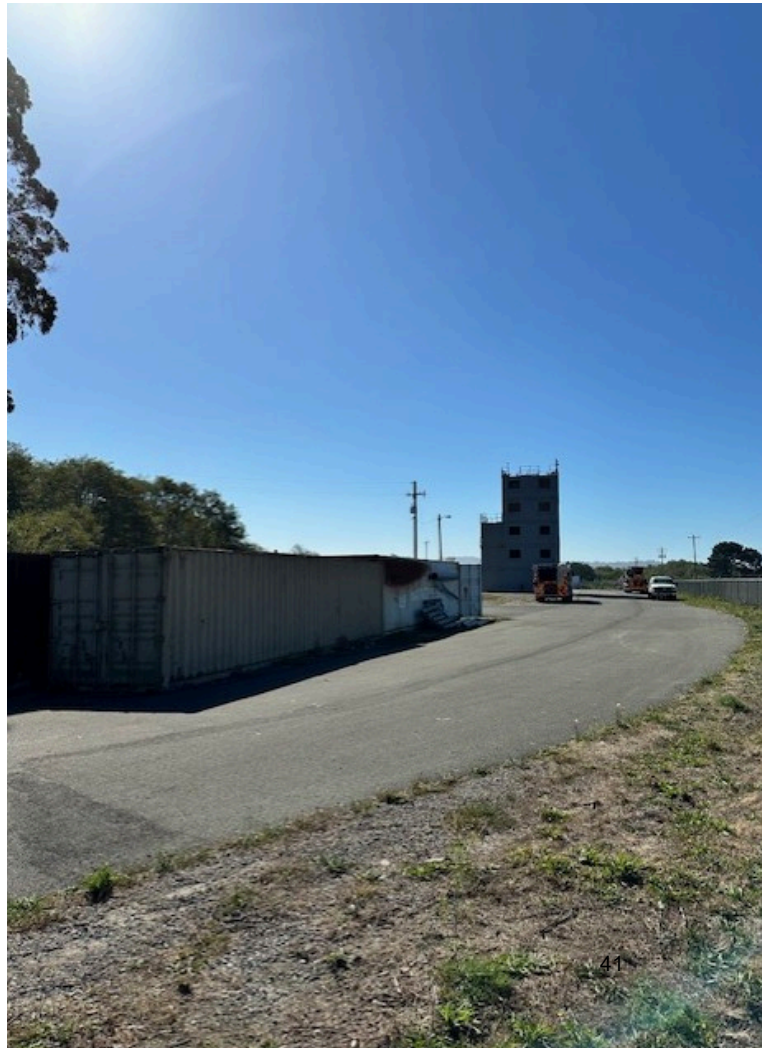
Window breach or burglar bar prop.

Denver or nance drill.

Wall breach or garage panel cutting prop.

Exterior and interior lighting.

CHRIS KEMP TRAINING CENTER







2006 Sutphen Pumper
Hale 1500 gpm pump with 500
gallon water tank
Detroit diesel engine
VIN 159A2BLD571003063

The fire program has historically utilized donated PPE and SCBAs for student and instructor use. In preparation of accreditation and live fire training the program will be transitioning from the program issuing equipment to students renting equipment from a third-party vendor. (Appendix H) This will also ensure that the students' gear remains NFPA compliant. To minimize costs for students, we have conducted thorough research into various companies' rental fees to identify the most competitive vendor available. Instructors bring their own turnouts to participate in training, and the College will provide SCBA's for their use in live fire training. The College requires hold harmless agreements for use of student PPE and use of instructor PPE/facilities/equipment. The agreements are found in the cadet manual and instructor manual. Any personal PPE requires verification by the agency Chief and must be inspected for NFPA standards compliance. Such verification and inspection are also captured in the Instructor Manual and packet, and Cadet Manual.

ASSESSMENT

The success of the Fire Program has been thanks to the support of CAL Fire and local fire departments which contribute personnel, equipment and supplies. This support is anticipated to continue, however, the College fully intends to be self-sufficient for all Fire Tech instructional needs and has reached that goal in terms of equipment and personnel. The scheduling of CFSTES classes is planned approximately one year in advance to ensure that classroom, instructional and supply needs are met.

Safety equipment, tools, small equipment and expendable instructional materials are replaced and maintained using the annual operating budget and grant funding. New equipment purchases are prioritized based upon safety and need.

PLAN OF ACTION

As part of our commitment to maintaining compliance with State Fire Training (SFT) requirements and ensuring the integrity of our training operations, RCCD has developed a systematic approach to documenting equipment use and burn evolutions. This plan establishes procedures for implementing QR code-based logging systems at shared facilities to strengthen accountability, enhance safety, and provide verifiable documentation for ARTP accreditation.

Equipment Use Logs

To ensure accurate and consistent tracking of training equipment, each piece of shared apparatus and instructional tool will be assigned a unique QR code. These codes will be affixed in a durable format and linked to a secure, cloud-based logging system. Prior to each training evolution, instructors will scan the QR code to complete an electronic entry documenting the following:

- Date and time of use
- Instructor or agency responsible
- Type of training evolution conducted
- Equipment condition prior to use

At the conclusion of the training, the instructor will update the log to include the return condition and identify any deficiencies requiring maintenance. Logs will be time-stamped and user-tagged⁴⁴

to ensure accountability. Weekly reports will be generated and reviewed by the Program Coordinator to monitor frequency of use, track trends, and flag any recurring maintenance concerns.

Burn Logs

To align with NFPA 1403 standards and SFT documentation requirements, QR code signage will be posted at all designated burn pads and live-fire training props. The lead instructor will scan the QR code prior to commencing any burn evolution and complete the digital log, which will capture the following information:

- Date and time of training evolution
- Description of training objectives and activities
- Fuel load and ignition method utilized
- Weather conditions at the time of burn
- Identification of lead instructor, safety officer, and support staff
- Confirmation of PPE compliance
- Post-evolution debrief and after-action notes
-

All burn logs will be stored in a central repository accessible to program leadership and SFT evaluators. The Program Director will conduct an annual review of burn logs to verify completeness and adherence to established standards.

Training and Implementation

Faculty, instructors, and agency partners will be provided training on the use of the QR code system, including step-by-step instructions and quick reference job aids available at each facility. Refresher training will be conducted on a quarterly basis to reinforce compliance and address any issues identified in practice.

Oversight and Quality Assurance

Oversight of the QR code logging system will be shared across instructional and administrative leadership. The Program Director will review weekly automated reports and initiate corrective actions for missing or incomplete entries. Lead instructors and burn bosses will be responsible for ensuring the accuracy and completeness of burn logs during live-fire evolutions. In addition, an annual self-audit will be conducted to cross-reference QR logs with training schedules and facility use calendars, ensuring a comprehensive record of all training activities.

Continuous Improvement

The QR-based logging system will be evaluated annually for effectiveness and ease of use. Feedback will be solicited from instructors, students, and agency partners to identify areas for refinement. Forms and procedures will be updated as necessary to reflect changes in SFT/ARTP accreditation standards and program needs. Integration with institutional learning management or asset management systems will be explored to further streamline processes and expand functionality.

The implementation of QR code–based equipment use and burn logs provides a reliable, accessible, and verifiable method of documentation for shared facilities.

Dedicated Training Facilities

Redwood Community College District has identified a need for onsite training facilities, and dedicated storage as our current storage area is scheduled to be demolished in 5 years. Currently, RCCD has some reliance on regional partners for training tower uses but utilizes their own type 1 fire engine, equipment, and facilities for the majority of instruction. The need for onsite training facilities is intended to better meet student needs without having to move to various locations. We are in the early stages of developing a 10-year facility plan and will be actively seeking grant opportunities to fund this project.

Learning Resources

The use of learning resources is consistent with course objectives and SFT course plans. RCCD and local fire departments have appropriate support materials needed for instruction.

PERFORMANCE OBJECTIVES

1. Compliant training resources
2. Library and computer resources
3. Appropriate, current and accessible audiovisual materials
4. Measurable goals to maintain/improve learning resources

DESCRIPTION

The use of learning resources is consistent with the course objectives and CFSTES lesson plans. RCCD and the local fire service have acquired significant materials to support the needs of instruction. Learning resources are available from the following locations: Fire Technology Canvas course management system, RCCD Learning Resource Center, RCCD Fire Technology Resources Office Library, and the Internet.

RCCD Fire Technology instructors utilize SFT curriculum for all Fire Fighter 1, FSTEP and CFSTES courses. Instruction is supported by the Instructional Technology Department (IT) at RCCD, providing instructors and students with technical support, as well as a video resources library to support instruction. The IT department regularly updates classroom technology by upgrading computers and software. Computers are available in the fire technology classroom to supplement instruction in the classroom and simulation exercises.

Students have access to wireless Internet connections and a dedicated laptop cart for the fire technology program. Reference materials can be found at the Academy administration office. New editions of manuals and textbooks are ordered as new editions become available. The Fire Technology Faculty works with publishers to obtain desk copies to have available for students in the library and supporting instructional materials for instructional staff.

Resources provided to the Redwoods Community College District (RCCD) Fire Technology Program Students, Cadets, and Instructors include the RCCD Library, RCCD computer labs, RCCD tutorial and academic counseling programs, and RCCD audiovisual resources. Instructors are given information through the instructor's manual regarding how they need to obtain specific resources. This process is applicable to both on- and *off*- campus course delivery.

ASSESSMENT

The program has adequate resources to facilitate teaching and learning and encourages students and instructors to utilize technology and alternative learning resources in the classroom environment. This is an on-going collaborative process with assistance from the local agencies and the Fire Advisory Board. Learning resources for the courses offered either meet or exceed CFSTES requirements. The College also has a full-service print center which has the capability to create, print or duplicate material for course instruction.

PLAN OF ACTION

The Fire Program will continue with its efforts to support instructional staff and students with learning resources that enhance innovative teaching and learning. It has also undertaken an aggressive effort to recruit Instructional staff to expand and develop our inventory of on-line and correspondence courses. Specifically, RCCD Fire Tech staff will meet yearly with SFT to provide feedback regarding course materials and ARTP delivery. Fire Tech instructional staff will continue to attend regular SFT informational meetings, as well as through membership of the California Fire Technology Directors Association (CFTDA).

Course Materials

Course materials provided by SFT will be utilized in compliance with SFT policies, and core curriculum will be in compliance with the California Community College Chancellor's Office.

PERFORMANCE OBJECTIVES

1. Selection and evaluation of course materials
2. Recommend curriculum enhancements
3. Identify lesson plans and syllabi
4. Recommend revisions to SFT
5. SFT-compliant course materials
6. Recruit/Student Handbook, if available
7. Measurable goals to maintain/improve course materials and their compliance

DESCRIPTION

Core courses, along with other Fire Technology offerings, undergo regular reviews, with most being updated on a two-year cycle to ensure the relevance and currency of course materials. This process is conducted by instructional Faculty in collaboration with the Fire Technology Coordinator and the Fire Technology Program Advisory Committee.

During the review, textbooks and reference materials are assessed and replaced as necessary. All modifications are approved by the Curriculum Committee (CC) and documented in the official Course Outline of Record (COR), which is maintained in both the Fire Technology office and the Office of Academic Affairs. Any changes beyond routine updates are submitted to the Advisory Committee for their input and recommendations.

The Fire Academy utilizes a cadet handbook (see Appendix I) which outlines cadet conduct, grooming standards, uniform standards, grades, testing, physical requirements, and expectations. The cadet handbook is evaluated and updated every semester for the faculty and coordinators. Cadets are provided with a copy of the cadet handbook which includes the course syllabus and academy schedule on the first day of class.

ASSESSMENT

The Fire Technology program consistently adheres to the policies and procedures established by the SFT, particularly in the delivery and processing of course materials. This commitment is supported through collaboration among full-time faculty, associate faculty, and the academy coordinator, enhancing accessibility and accountability.

The required textbook for our Fire Academy is Fundamentals of Fire Fighter Skills and Hazardous Materials Response (Jones and Bartlett Learning, 5th edition)

The core courses of the Fire Technology program comply with Title 5 regulations and the guidelines set by the California Community College Chancellor's Office. Participation in the

California Fire Technology Directors Association enables staff to remain informed about current trends and changes that may impact the curriculum.

PLAN OF ACTION

To ensure the relevance and compliance of course materials, the Fire Technology program will review and update all core and elective courses every two years, including textbooks and references, with documentation reflected in the Course Outline of Record. The Cadet Handbook will be revised and distributed each semester. As part of the curriculum update initiative through RCCD, the program will continue to revise its curriculum to align with all federal mandates and ensure compliance with current SFT policies. All substantive curriculum changes will be reviewed bi-annually by the Advisory Committee prior to submission to the Curriculum Committee. The program will hold at least two faculty meetings per academic year focused on curriculum and policy updates, and conduct an annual internal audit to ensure full adherence to policies and procedures set forth by State Fire Training (SFT). We will schedule regular meetings with Chief Petty or equivalent position to ensure we are in compliance with SFT. We will meet yearly to provide feedback regarding course materials and ARTP delivery. Faculty participation in the California Fire Technology Directors Association will be maintained to stay informed on industry trends and curriculum standards. Future goals for our program is to participate in ARTP re-accreditation and accreditation teams and participate in Statewide Training and Education Advisory Committee.

Course Availability and Delivery

PERFORMANCE OBJECTIVES

1. Course delivery complies with all SFT procedures
2. Course delivery complies with CCCCO Fire Tech Degree Core Curriculum
3. Regular training and CE Program Scheduled
4. SFT course availability aligns with Needs Analysis
5. Training Calendars, if available
6. Catalogs and brochures provided and distributed
7. Projected SFTO Course Delivery
8. Measurable goals to enhance and expand course availability and delivery.

DESCRIPTION

The Fire Fighter 1 Academy is currently offered twice a year, preceded by a mandatory student orientation. The program is available in two formats: an extended format in the fall, which meets from Friday to Sunday, and an intensive format in the spring, which meets Monday through Friday. The extended academy format is designed to accommodate individuals who need to maintain full-time employment while participating in the program. Conversely, the spring intensive format is ideal for students who can commit to a rigorous schedule and may benefit from additional time to master the material.

ASSESSMENT

Redwood Community College District meets all the requirements for accreditation as an Accredited Regional Training Program. Our program will continue to grow through annual assessment and schedule flexibility. Program development and course expansion will be developed by the Fire Technology Advisory Board, Fire Technology Faculty and other regional partners.

PLAN OF ACTION

The fire program is currently pursuing the development of continuing education courses as recommended by the Fire Technology Advisory Board through an Instructional Service Agreement. This initiative aims to provide essential support to our local firefighters while helping to reduce training costs for fire departments.

Previously, the fire program offered an associate degree in fire science, and we are now in the process of curriculum development to reintroduce this degree in the future. Additionally, the program seeks to offer various certificates and degrees in response to the needs and recommendations of the Fire Technology Advisory Board.

We are also exploring an expansion of course delivery methods. The need to identify and train instructional staff for online and hybrid course development has been recognized and will be addressed. Ongoing curriculum development to support these course formats will be conducted in collaboration with the Fire Technology Advisory Committee. RCCD will work closely with

the SFM to ensure compliance with all policies and procedures in both course offerings and our operation as an ARTP.

To meet identified workforce and training needs, we plan to expand our course offerings and strengthen our instructional cadre. We recognize the importance of building instructional depth in key specialty areas. To achieve this, we are actively working to bolster our instructor cadre by recruiting and supporting subject matter experts (SMEs) in fire control, vehicle extrication, rope rescue, and additional specialized disciplines identified through ongoing program review and consultation with local agencies. By strategically expanding both the courses we offer and the expertise of our instructors, we will ensure that our Academy continues to deliver high-quality, relevant training that meets State Fire Training Curriculum, the needs of our students, partner agencies, and the communities we serve.

Testing and Evaluation

PERFORMANCE OBJECTIVES

1. Oversee administration to summative written testing
2. Oversee administration of manipulative skills testing
3. Provision of SFT capstone examinations
4. Testing measures achievement and competence
5. Instructor and course evaluation process in-place (provide examples, if able)
6. Program evaluation process in-place
7. Provide examples of tests and/or skills sheets
8. Measurable goals to improve/enhance the testing and evaluation of the ARTP

DESCRIPTION

Each instructor with the Fire Technology program is responsible for administering the examination and practical skills for all students within their course of instruction.

SFT curricula instructors will forward all tests and answer sheets to the Full- Time Faculty or Fire Technology Coordinator for grading, reporting, and securing.

Tests shall be given in compliance with SFT policies and thus should adequately measure achievement and competence. All testing is currently done with the online training records management system hosted by CalFire HUU Training Division. Our MOU with CalFire provides for an RCCD for training assignments and record keeping. Grading is also documented in RCCD 'Canvas' software and submitted through 'Webadvisor' software, as utilized throughout RCCD programs and courses.

Course and instructor evaluation processes are currently in-place. During each semester or course, Fire Technology students are to be given evaluation forms for each instructor. Upon initiation of a Fire Academy, evaluation of instructors by the cadets will occur at the completion of specific modules of instruction. The evaluations will be compiled by the full-time faculty and reviewed with each instructor to review their findings. Copies of instructor evaluations are to be kept in the instructor's employee file in a secured location. Only the Director and Administrative Office Coordinator will have access to the location.

Student testing will be conducted with mentorship from Shasta College and College of the Siskiyous for the first two years following accreditation.

Program Review

Overall program evaluation is also completed through the college institutional program review process and through the Fire Technology Advisory Committee. The committee shall meet regularly to assess delivery methods, program currency and relevancy in supporting the needs of the area and program outcomes. The Fire Technology Faculty shall attend these meetings to ensure that the recommendations to the program are implemented in a timely and efficient manner.

ASSESSMENT

Currently, local processing of SFT Certification Exams is not conducted due to the College not yet being designated as an Accredited Regional Training Program. The Administration of Justice program at RCCD has been a long-time Peace Officer Standards and Delivery (POST) institution, security and appropriate handling of testing material are a well-entrenched value of our institution and will easily carry over to the Fire Technology program.

PLAN OF ACTION

The RCCD's Fire Technology staff pledges that upon accreditation as a regional Training Program, training will be conducted to ensure that staff comply with the responsibilities associated with the local processing of test(s) and will comply with SFT procedures.

All testing is administered by the Academy Director and Coordinator. After each semester internal reviews are conducted of all Academy tests to ensure they meet the certification requirements of RCCD, SFT, any other certifying agencies such as NWCG and FEMA, and the learning outcomes stated in the course curriculum.

Copies of evaluations are made and reviewed by the Director to ensure student satisfaction and instructor performance. This information is used to build instructor development and improve teaching methods and future classes. The Basic Academy maintains an 80% pass standard and all students are required to pass a manipulative skills test to successfully complete the Academy. Upon accreditation RCCD will adopt 2024 skills test sheets, including proprietary sheets with stricter time limits, and consider using digital testing forms.

As an ARTP, it shall be RCCD's commitment to fully comply with all SFM rules, regulations, and program evaluations. Curriculum updates and reviews will be scheduled as required.



Appendix A

Education Master Plan



EDUCATION **MASTER PLAN**

January 2022

2022 - 2032



PRESIDENT'S MESSAGE

"Education is not the piling on of learning, information, data, facts, skills, or abilities – that's training or instruction – but is rather making visible what is hidden as a seed." Thomas Moore

It is my distinct pleasure and honor to present the College of the Redwoods 2022-2032 Education Master Plan. There has never been a greater need for us to revisit the Education Master Plan (EMP). The circumstances surrounding the College's future are very dynamic and we have seen the pace of change accelerate as a result of the COVID pandemic. We understand that the College will need change in order to remain viable for years to come.

We are challenged with finding ways to continue offering relevant education to a student population that must be prepared to thrive in an ever-changing world. We are also challenged with developing public/public and public/private partnerships that will bring economic prosperity to our region.

This revised EMP is an affirmation of the many educational improvements and initiatives that have already been executed by our faculty and academic administrators in response to the new challenges and opportunities at the College. The plan makes clear the strategic efforts that our College should prioritize in the next ten years, allowing for the flexibility and resiliency that the future will demand.

Our unique and innovative EMP is the culmination of the work of the Education Master Plan Guiding Coalition and the incredible efforts of several faculty and administrators districtwide who provided feedback throughout the open and interactive creative process. I am deeply appreciative to Professor Chris Gaines for his leadership in developing the planning document as well as the writing team of Peter Blakemore, John Johnston, Levi Gill, and Molly Blakemore. A special thanks goes to Ruthe Rhodes, Nicole Bryant Lescher, Sean Thomas, and Ashley Knowlton from our English department who made significant contributions to the final draft of this document.

Members of the Guiding Coalition and faculty and staff who participated in the working groups all helped craft a document that provides a roadmap that will lead the College boldly forward. I want to thank the Guiding Coalition members for their collegiality and commitment to the planning process: Gary Sokolow, Erin Wall, Sean Thomas, Kerry Mayer, Jon Pedicino, Derek Glavich, John Johnston, Wendy Riggs, Philip Mancus, Levi Gill, Peter Blakemore, Reno Giovannetti, Angelina Hill, Shannon Walkley, and Natalia Margulis.

The revised Education Master Plan is designed to be an anchor to which the College's fiscal, annual, enrollment management, and human resources planning processes will link, as community trends change, and emerging needs warrant revisions. Outcome assessments and program reviews will help the District innovate as needs change. The ultimate goal is to take each program to its highest level in meeting the needs of our students and our community.

The six major anchor themes defined in the Revised Education Master Plan as critical areas for the future are:

- Becoming the Preferred Transfer Pathway to Cal Poly Humboldt
- Expanding and Prioritizing Offerings that Prepare Students for Living-Wage Jobs
- Creating a More Nimble and Adaptable Institution Through Improved Strategic Planning
- Establishing Stronger Wraparound Experiences for Students' Total Connection
- Pursuing the Future of Learning
- Increasing commitment to Diversity, Equity, and Inclusion

These themes also align with the context of the changing landscape in higher education and have a clear focus on student success and economic prosperity. It is important to note that the significant accomplishment of the objectives delineated in the past Education Master Plan, the College's Annual Plan, and the Institutional Effectiveness Scorecard, paved the way for developing this revised EMP. Highlights of these accomplishments include:

- Increased number of students who have earned degrees and certificates
- Significant growth in online learning
- Introduction of new transfer degrees and certificate pathways
- Expansion of the enterprise-wide learning management system (Canvas)
- Surpassing the institutional set standards for course retention rate, fall to spring persistence, and overall and online course success
- Steady increase of direct placement in transfer level math and English
- Increased number of students with a job closely related to their field of study

Keith Flamer, Ph.D.
President



EDUCATION MASTER PLAN

This Education Master Plan represents the outcome of a deeply reflective, institution-wide process approach to planning.

Planning in Light of Challenges and Opportunities

In order to serve our students and communities, we have approached the planning process with awareness of and attention to local and national challenges and opportunities, as well as the requirements and expectations of our accrediting and regulatory bodies. The world we live in has become deeply polarized. The global pandemic of COVID-19 has exacerbated those divisions. Never in our lifetimes has the need for civic-minded, fact-based, heterodox dialogue seemed more vital. Never before has the call for social and environmental stability seemed so urgent. Our institution must become more nimble: we must remove barriers to student success, we must become more accessible, and we must remain relevant to the communities we serve.

While these nationwide challenges seem daunting, they represent a powerful opportunity for College of the Redwoods to provide leadership. Our institution is at the forefront of educating human beings to be better thinkers and more productive members of civil society. We have never been more relevant.

Centering in Our Commitments to Students

More than 80% of College of the Redwoods students are focused on finding meaningful, living-wage work or transfer to the next level of education at institutions like Humboldt State University. We need to continue to ask how our college can prioritize investments to help students achieve these goals.

For a free and democratic society to thrive, its people must cultivate community so that all are welcomed and included, critical inquiry is embraced, and diversity of thought empowers all members. We have approached the Education Master Plan with this idea of community in mind. Humility, curiosity, and determination to understand our time, our place, and our diverse people, will continue to help us plan so that our institution evolves in providing accessible and relevant transfer, career, and adult education of the highest quality.

Preparing for Local Development and Vital Change

The current trends in local economic development and change also shaped the Education Master Plan. We need to prepare our students for the emergence of new industries and the jobs the future will demand. We will soon benefit from advanced information corridors with terminal outlets in Humboldt Bay, improvements and expansions of educational systems in Del Norte through a Promise Neighborhood Grant to the Yurok Tribe, and the transformation of Humboldt State University into a third polytechnic institution for the CSU system. College of the Redwoods must prepare for vital change.

With change in mind, we must continue to question our spending to better allocate scarce resources. The mentality of “If you build it, they will come” must be coupled with an understanding of why people might choose our institution and how our offerings are relevant and valuable to them, considering current trends and the emergence of new workforce needs.

Designing from Inquiry

In creating this Education Master Plan, our team asked several important questions:

- How will the needs and expectations of our students change in a post-pandemic world?
- How can College of the Redwoods better serve our students across modalities?
- Which courses can be taught effectively in modes other than face-to-face?
- How is technology likely to evolve, and what kinds of opportunities and challenges will these changes present?
- How can we leverage technological teaching and learning innovations to best meet our students' needs?
- What new student populations will we attract, and how can we best serve them?
- How can we embrace change and innovation at CR while improving collaboration and transparency between faculty, staff, administration, and the communities that we serve?
- How do we strengthen our commitment to diversity, equity, and inclusion in support of student success?
- How can College of the Redwoods become a leader in innovative programming for ecological and social sustainability, while expanding career, transfer, and emerging industry opportunities for students?

Developing Capacity and Agility

To meet our future, the college must be ready for complex and foundational shifts that will require our institution to be more agile, more relevant, and more responsive to the needs of the communities we serve and the students who trust us with their education. Toward that end, we need to:

1. Create a strong sense of community at our institution that welcomes all to participate. We must rekindle the desire to create a civil society, regard for open expression and thoughtful consideration of heterodox ideas, and a sense of authentic membership in our classrooms, campuses, and towns that comes from honoring the centrality of diversity, equity, and inclusion.

2. Offer relevant educational choices, including the study of the liberal arts and humanities, which foster critical thinking and leadership skills.
3. Offer career technical education that responds to evolving workforce needs and rapidly developing new industries.
4. Communicate the unique value of what we offer at College of the Redwoods so that students continue to choose us from among the array of educational options practically unimaginable just a decade earlier.
5. Cultivate an inclusive community focused on equity and mutual respect so that all students feel a sense of membership in their classrooms and across campus and can engage in academically challenging work in pursuit of their goals.

To meet these needs, the college must:

1. Continue to develop measurable goals and strategies that make CR relevant and desirable to our communities. We must actively seek out continuous dialog with industry leaders and other members and organizations in the communities we serve.
2. Continue to support professional development opportunities for faculty and staff so that they provide students with skills and practices they will need in order to thrive.
3. Continue to encourage innovation and collaboration between liberal arts, career, science, and technology faculty to promote a curricular renaissance that reaffirms the interdependence of all the disciplines while underscoring the value of higher education to its students, communities, and partners.
4. Continue to foster interdisciplinary collaboration between career technical education and traditional academic pathways and deepen the connections between the college faculty and staff, our students, and the surrounding communities. The college must set markers to check the success of future programs developed for these purposes.
5. Continue to review disaggregated data of programs and services with the goal of ongoing improvement of our programs and services.

CRITICAL AREAS FOR THE FUTURE

The six themes below reflect our inquiry and assessment and anchor our focus and efforts.

They are not listed in order of importance as all are deemed critical to the success of our institution. Collectively, the initiatives below will help us continue to build the blueprint for working together towards excellence over the next decade.

INITIATIVE # 1

Become the Preferred Transfer Pathway to Cal Poly Humboldt¹

The majority (~75%) of our transfer students attend Humboldt State University. We believe that demand for the transfer pathway to Cal Poly Humboldt will increase over time. Why? The demand for existing polytechnic institutions in the CSU system is far greater than the two currently existing polytechnic CSUs can serve. Community colleges near these institutions serve a vital role in offering students another effective route into the heavily impacted polytechnic system. College of the Redwoods has an opportunity to be the most desirable transfer pathway to Cal Poly Humboldt, including for students from outside our region who hadn't considered CR before. These students will have myriad transfer options to consider in the future, including fully online programs. To be successful, we must focus our limited resources on programs and services that align with the most demanded transfer pathways to Cal Poly Humboldt and make a compelling argument for why CR is the best option. To achieve this will require focusing on these specifics:

- 1.1. Create a CR/Cal Poly Humboldt Pathways Plan to evaluate the most desirable program options and prioritize their development and/or revitalization. Continue to assess and update the plan annually.
- 1.2. Pursue seamless CR/Cal Poly transfer agreements through stackable curriculum and

shared learning experiences.

1.3. Develop accelerated transfer programs that include a variety of modalities to offer maximum flexibility for our students.

1.4. Increase the number of faculty collaborations and course integrations between institutions.

1.5. Align student services between institutions to reduce barriers and to increase student success.

INITIATIVE # 2

Expand and Prioritize Offerings that Prepare Students for Living-Wage Jobs

Many of our students come to us seeking better jobs. In a workforce environment of rapid technological change, it will be an ongoing challenge for higher education to remain relevant in its offerings. To prepare our students for the jobs of the future, CR must improve its partnerships with industry, offer students real-world practice validated by our partners, and become more agile in curriculum and program development. To achieve this will require focusing on these specifics:

- 2.1. Create a Workforce Development Plan supporting pathways to living-wage jobs. Evaluate the most desirable program options and prioritize their development. Ensure seamless transfers to Cal Poly where possible. Continue to assess and update the plan annually.
- 2.2. Gather data through surveys and dialogue with local businesses and industries to re-design course learning outcomes to meet the needs of required and evolving workforce skills.
- 2.3. Expand the career center, job placement programs, and increase work experience opportunities for all students through internships, job fairs, and site tours.
- 2.4. Integrate current real-world projects and third-party certifications into coursework and completion.
- 2.5. Design associate degree and certificate portfolios through curriculum and course design to show evidence of what students can do that is of value to local industry and community.

¹ The CSU Board of Trustees will vote in January of 2022 to formally change the name to California State Polytechnic University, Humboldt. The abbreviated naming convention will be Cal Poly Humboldt.

INITIATIVE # 3

Create a More Nimble and Adaptable Institution

As the pace of change accelerates, the college must develop a means for continuous monitoring of its effectiveness regarding social, community, and workplace needs and its efforts to meet those needs. The college must plan in ways that are proactive rather than merely reactive. To achieve this will require focusing on these specifics:

- 3.1. Prioritize investments in planning activities that meet local workforce needs and provide transfer opportunities to Cal Poly Humboldt. Conversely, consider divesting in offerings or activities that don't address those needs or deliver those opportunities.
- 3.2. Improve strategic planning processes and proactively adapt organizational structures, campus and facility resources, and technological infrastructure to support evolving student, workforce, and community needs.
- 3.3. Prioritize professional development opportunities central to planning processes (what are the known/unknowns—CR's gaps in knowledge—and how do we address them through targeted professional development?).
- 3.4. Actively promote heterodoxy and trust and a culture of curiosity, risk-taking, and authentic, meaningful assessment to increase consideration of valuable and innovative ideas.
- 3.5. Address underserved people, such as tribal nations, to bring their voices and ideas into ongoing conversations around the future of our institution and how it will affect them.
- 3.6. Engage outreach efforts to promote open dialogue with all communities within the circle of influence of the college. Gather insights about ways the college can best serve diverse regional needs through listening sessions, round-table discussions, and anonymous surveys.

INITIATIVE # 4

Establish Stronger Wraparound Experiences for Students' Total Connection

Our college goal to create a more nimble and well-prepared institution to serve students' needs above all else, the California College Chancellor's Office Vision for Success, and the Guided Pathways Initiative require that we carefully examine and assess the ways our students, potential students, and community members encounter our college, from the first view of our webpages, to our inventory of programs and degrees, to initial counseling and advising assistance, to how they provide us feedback through follow-up surveys, alumni events, and outreach. To achieve this will require focusing on these specifics:

- 4.1. Create a working group of faculty and staff supported by a student internship team to conduct research and establish recommendations for reducing barriers and improving the student experience.
- 4.2. Assess the efficiency and effectiveness of student service programs relative to other programs and activities that improve student success.
- 4.3. Improve the first point-of-contact student services including advising, enrollment services, and financial aid to streamline and enhance students' experiences and sense of belonging.
- 4.4. Align counseling and advising activities with best practices that focus on retention and equity.
- 4.5. Enhance both on-campus and technological connections to increase individual students' sense of connectedness to the college.
- 4.6. Increase the presence of College of the Redwoods in small and/or remote communities by establishing access to academic services, such as computer and internet access, printing, and tutoring at specified locations.

INITIATIVE # 5

Pursue the Future of Learning

We propose an active and intentional focus on developing new curricula and pedagogy that responds directly to the immediate and near-term needs of our communities and optimizes best practices relevant to emerging technology. To achieve this will require focusing on these specifics:

- 5.1. In partnership with local employers and outside accrediting agencies, create outcomes based on skills and embed learning in real-world and problem-based experiences to prepare students to succeed in a rapidly evolving world of work.
- 5.2. Develop a plan to expand our enrollments beyond traditional geographies and position CR's best online classes and instructors for success on the California Virtual Campus.
- 5.3. Supercharge external professional development to attract our most innovative and forward-thinking faculty in distance education, hands-on, problem-based, and experiential teaching and learning.
- 5.4. Rethink the flexibility of modalities and scheduling to meet student needs and determine possible transformations in scheduling and alternative pathways to completion.
- 5.5. Create opportunities for students to leave the college with portfolios that demonstrate specific skillsets they've attained, including the knowledge and job-search materials that will open doorways to their careers.

INITIATIVE # 6

Increase Commitment to Diversity, Equity, and Inclusion

In alignment with and guided by the California Community College Chancellor's Office Vision for

Success and Title V (Section 51201) College of the Redwoods is committed to diversity, equity, and inclusion. In order to increase access, persistence, and success for all students, our institutional planning and goals must reflect an awareness of equity gaps and a dedication to eliminating them through ongoing, cross-campus learning, open dialogue, and data-driven efforts. To achieve this will require focusing on these specifics:

- 6.1. Center success for all students as the goal that shapes and drives our efforts across all roles and all areas of the college.
- 6.2. Engage in ongoing commitments, made visible through our words and systemic efforts, to eliminate barriers to equity.
- 6.3. Create, sustain, and support ongoing opportunities for learning, dialogue, engagement, and community-building, in partnership with students, to identify barriers to equity, learn together, collaboratively problem-solve, and revise.
- 6.4. Continue to review policies, procedures, goals, and resource allocations to identify and eliminate biases or inequities and integrate the values of diversity, equity, and inclusion throughout all institutional practices.
- 6.5. Utilize internal and external measures to assess the District's progress toward becoming an inclusive and equitable environment where individual and group differences are valued and leveraged. This includes but is not limited to ongoing attention to assessments of campus climate, disaggregated enrollment, retention and success data, and employee recruitment and retention data.
- 6.6. Examine the disproportionate impacts of negative environmental externalities on marginalized populations and underserved communities. Partner with community leaders, non-profit organizations, tribal bodies, and businesses to create and develop appropriate, sustainable initiatives.

ADDENDUM

How we approached planning in the midst of a global pandemic

College of the Redwoods (CR) approached this planning cycle differently than in the past. As colleges everywhere struggled to adapt to the COVID-19 crisis, CR leadership made a conscious decision not to rely on assumptions from the past and instead engaged in robust dialogue about the future of our institution. We were asked to consider the first principles of why we exist, how we uniquely serve our communities, and what we will need to do to continue to be successful in an ever-changing environment. To accomplish this, our planning group questioned whether historical data or precedent would serve us as we assessed a fundamentally different post-pandemic world. In the end, our group reviewed past planning documents including our previous Education Master Plan and Institutional Effectiveness reports to provide a foundation for our dialogue (links to these resources can be found below). However, the majority of our time, energy, and passion was focused on rethinking our college in collaboration with community leaders and colleagues. Our goal was to define how we should evolve as an institution to better serve our students and communities in the future.

The purpose of the Education Master Plan

In a normal cycle, the Education Master Plan is updated every five years to set organizational priorities that reflect the needs of students, employees, and the community. Once in place, the new Education Master Plan guides our college to make sure that we are strategically advancing the achievement of our Mission. For this development cycle, we were challenged to look beyond our normal 5-year planning horizon and imagine initiatives and priorities that would endure for 10 years and beyond.

Our previous Education Master Plan can be found here: [Education Master Plan 2017-2022](#)

In addition, you can learn more about how the Education Master Plan informs our institutional planning at all levels of our organization by reviewing the following flowchart: [Integrated Planning Model](#)

You can find background information about CR, including our history, Mission, and values, at the following link: [College of the Redwoods - About Us](#)

Development of the new plan, including extensive dialogue and feedback

The 2022-2032 Education Master Plan was developed using an institution-wide process approach to planning. The process was supported by our values: the intention to create an iterative, open, and transparent process that encouraged broad participation and where all voices were heard and respected. Our team also aimed to create a process that could serve as a model for future EMP planning cycles.

The individuals and groups selected to lead this work were identified in spring/summer 2020. In fall 2020, an Education Master Planning Guiding Coalition started meeting on a regular basis. This group, led by President Flamer and Professor Chris Gaines, included the following members: Gary Sokolow, Erin Wall, Sean Thomas, Kerry Mayer, Jon Pedicino, Derek Glavich, John Johnston, Wendy Riggs, Philip Mancus, Levi Gill, Peter Blakemore, Reno Giovannetti, Angelina Hill, Shannon Walkley, and Natalia Margulis. These faculty, staff, and administrators had robust conversations regarding community and workforce needs and the critical value that CR provides to our communities. The group also confronted the areas where CR needed to evolve in order to remain relevant and valuable for our students and society in the future.

The planning process was informed by historical data but emphasis was given to real-time feedback from our colleagues, students, and community due to the dynamic nature of the COVID-19 pandemic. To support this approach, Professor Gaines and consultant Denise Vanden Bos gathered input from the community in fall 2020 through a series of twenty-eight interviews. The interviews focused on identifying how CR can better serve the rapidly changing needs of our workforce and community. The interviews were analyzed and the findings were shared broadly.

The following set of themes emerged with regard to the educational opportunities the College should pursue in the future to strengthen our regional workforce and to better align with community needs:

- Prioritize learning opportunities deeply rooted in Humboldt County's unique natural, cultural, and economic ecosystem.
- Expand hands-on, experiential, and project-based learning that embraces interdisciplinary collaboration amongst faculty, students, and community partners.
- Strengthen partnerships with local industry, government, nonprofits, and tribal communities to support the above activities – including internships, apprenticeships, and mentoring.
- Prioritize activities that lead to living wage jobs in our community and continue to strengthen the HSU / CR partnership.

The entire college community was invited to an Education Master Planning discussion session at the beginning of spring 2021. In January 2021, President Flamer and Professor Gaines updated the Board of Trustees about the Education Master Planning process and the challenges and opportunities that were arising out of discussions and information gathering. The Board also had an opportunity to provide input.

The community had another opportunity to provide input about the plan at the inaugural CR Workforce Summit in spring 2021. The summit was attended by sixty-eight leaders from across industries, tribal leadership, non-profit/government, Humboldt State

University (HSU), K-12, and community.

The findings from our community interviews were presented and discussed. The CR President's Council was created as a result of these efforts to support ongoing dialogue, collaboration, and alignment with community leadership.

In summer 2021, a subgroup was formed to draft the planning document for constituent review. This group included the following members: Chris Gaines, Peter Blakemore, John Johnston, Levi Gill, and Molly Blakemore. The resulting draft plan was widely presented and discussed during fall 2021 convocation activities. At convocation, keynote speaker Randall Weaver from the Employment Development Department presented a wealth of information about the current labor market and workforce opportunities in Del Norte and Humboldt County.

At the recommendation of the Academic Senate there were multiple opportunities given for faculty to provide feedback and review drafts. These feedback sessions occurred at:

- Division meetings
- All-faculty meeting
- Meetings of the Academic Senate

In addition to gathering input at these sessions, a web form was created so that written input could be collected throughout the district. Significant contributions to revising this draft came from the following members of the English department: Ruthe Rhodes, Nicole Bryant Lescher, Sean Thomas, and Ashley Knowlton. Input from the discussion sessions, web form, and the English department was presented to the writing group and the Academic Senate, and adjustments to the draft plan continued through most of fall 2021. In December of 2021, the Academic Senate voted unanimously to support the 2022-2032 Education Master Plan.

Once the draft plan was thoroughly reviewed by a variety of stakeholder groups, the plan was sent to the Board of Trustees for review and approval at the January 4th, 2022 meeting.

Two rapidly changing developments that impacted our planning

1. The emergence of Cal Poly Humboldt

Humboldt State University officially applied to become the third polytechnic university in the California State University system. As a key partner and primary transfer pathway for our students, this news had great impact on our planning and one of our key initiatives (“Become the Preferred Transfer Pathway to Cal Poly Humboldt”) was created to reflect this development.

You can find more information about this exciting new development here: [Polytechnic Self-Study and Implementation | Humboldt State University](#)

2. Acceleration of demand for Distance Education classes

Our planning team struggled to predict (with any degree of confidence) the long-term impacts of the move to fully online education in the early days of the pandemic. We extensively debated the following questions:

- Will students increasingly prefer online classes in the future?
- Will students have more choices for completing degrees or certificates online from other institutions?
- How well is our organization positioned to serve the changing needs of our students?

Our planning team believed that sustained and increasing demand for online education was likely in a post-pandemic world. Our team also believed that the COVID-19 crisis accelerated pre-existing preferences for online education rather than causing this trend. The crisis likely reinforced preferences in certain students who were pre-disposed to online classes while introducing new students to the convenience and flexibility of the modality. Given that a potential CR student in the future will be able to complete online courses from the California Virtual Campus and/or myriad

other new offerings, it is critical that we pay close attention to how well CR is adapting to these trends.

Due to the evolving nature of the situation, our planning team concluded that we needed to improve our monitoring of student preferences and plan for a future that serves a higher number of online students. We also acknowledged that not all classes offered by CR are appropriate for distance education and that this modality can create barriers for students in a variety of ways. Three initiatives (“Create a More Nimble and Adaptable Institution” and “Pursue the Future of Learning” and “Establish Stronger Wraparound Experiences for Students’ Total Connection”) were created to specifically address these issues.

Assessing the Education Master Plan and sources of institutional data

The Institutional Effectiveness Committee at CR is tasked with regularly reviewing the progress made in carrying out the initiatives detailed in the Education Master Plan.

To view the most recent Institutional Effectiveness report, including assessment of our 2017-2022 Educational Master Plan, please find the report here: [Institutional Effectiveness Report](#)

The report includes myriad data and observations that represent the best single source of information regarding CR’s performance relative to its goals as well as student demographic and success metrics. These data and this report will be updated to assess our new 2022-2032 Education Master Plan.



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Appendix B

Labor Market Analysis

LABOR MARKET ANALYSIS

FOR PROGRAM RECOMMENDATION



C·O·E

CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

FIREFIGHTING OCCUPATIONS IN THE FAR NORTH

Far North
Center of Excellence

SEPTEMBER 2022

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If, for any reason, this document is not accessible or if you have specific needs for readability, please contact us, and we will do our utmost to accommodate you with a modified version. To make a request, contact Sara Phillips by phone at (530) 242-7635 or by email at sphillips@ShastaCollege.edu.

SUMMARY

The Far North Center of Excellence for Labor Market Research prepared this report to provide a labor market analysis of educational supply and occupational demand for middle-skilled career pathways in the Far North subregion. This report aims to determine if demand in the local labor market is unmet by the supply from existing community college programs and other postsecondary training providers.

This report primarily focuses on training that leads to jobs in middle-skilled occupations - jobs that typically require education beyond a high school diploma but less than a Bachelor's degree - but may include higher-skilled occupations for training pathways that lead to a Bachelor's degree. Lowered skilled occupations are rarely considered in this analysis due to the lessened barriers for entry-level work, such as no formal education and on-the-job training requirements.

Key findings include:

- The Far North held 1,651 firefighting jobs in 2021. Firefighting jobs are projected to increase by 4% over the next five years, adding 63 new jobs to the subregion by 2026.
- Over the next five years, firefighting jobs are projected to have 163 annual openings in the Far North subregion.
- Wage data shows that firefighters earn \$11 to \$44 above the subregion's living wage of \$12.74 per hour.
- Awards data analysis shows that Far North training providers conferred an average of 315 awards (certificates and associate degrees) in fire technology and fire academy programs over the last three academic years.

Recommendations include:

- Due to an apparent oversupply of trained firefighters, the Far North Center of Excellence recommends caution in developing and implementing new firefighting programs.
- The Far North Center of Excellence also recommends that community colleges interested in establishing new firefighting programs partner with local firefighting agencies to ensure job placement for students once they've completed the program.

INTRODUCTION

The Far North Center of Excellence (COE) was asked to provide labor market information for a proposed program at a regional community college. This report focuses on the following Standard Occupational Classification (SOC) occupations and codes:

- These middle-skill occupations require more education and training beyond a high school diploma but less than a four-year degree:
 - o First-Line Supervisors of Firefighting and Prevention Workers (33-1021)
 - o Firefighters (33-2011)
 - o Fire Inspectors and Investigators (33-2022)

A review of related programs revealed the following Taxonomy of Programs (TOP) title(s) and code(s) are appropriate for inclusion in this report:

- Fire Technology (2133.00)
- Fire Academy (2133.50)

The corresponding Classification of Instructional Program (CIP) title(s) and code(s) are:

- Fire Science/Firefighting (43.0203)*

* There were no programs offered in this CIP code within the study region.

OCCUPATIONAL DEMAND

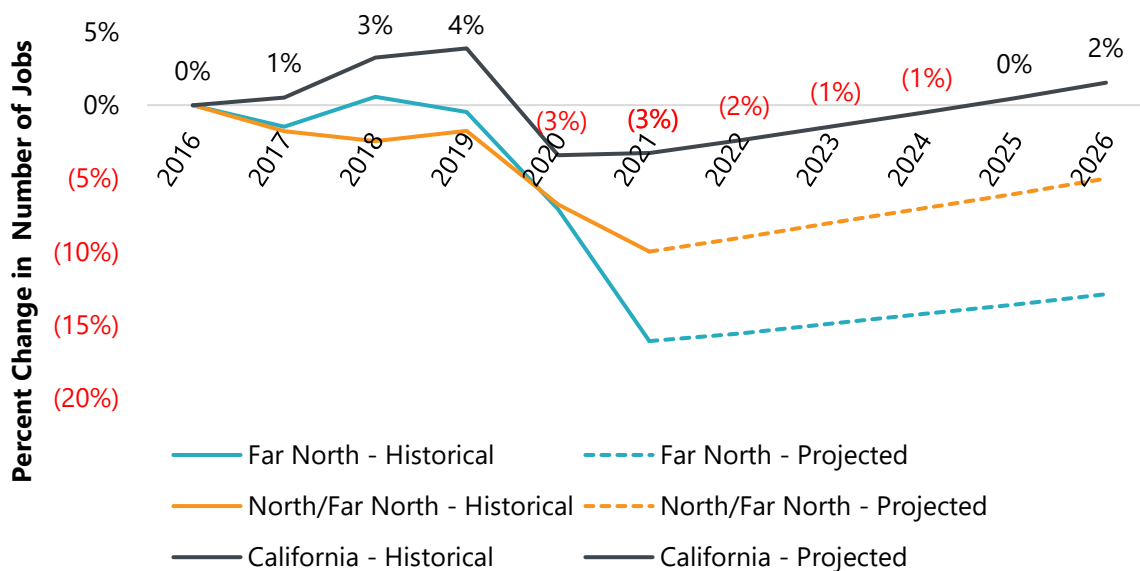
Exhibit 1 summarizes the five-year projected job growth for middle-skill and high-skill occupations in the Far North, North/Far North, and California.

Exhibit 1. Employment and projected demand, 2021-2026

Occupation	2021 Jobs	2026 Jobs	2021-2026 Change	2021-2026 % Change	2021-2026 Annual Openings
First-Line Supervisors of Firefighting and Prevention Workers	191	200	9	5%	19
Firefighters	1,345	1,395	50	4%	126
Fire Inspectors and Investigators	115	119	4	3%	18
Far North	1,651	1,714	63	4%	163
First-Line Supervisors of Firefighting and Prevention Workers	566	603	37	7%	59
Firefighters	3,446	3,631	184	5%	310
Fire Inspectors and Investigators	221	234	13	6%	34
North/Far North	4,234	4,468	234	6%	403
First-Line Supervisors of Firefighting and Prevention Workers	5,110	5,386	276	5%	582
Firefighters	28,195	29,559	1,364	5%	2,582
Fire Inspectors and Investigators	1,321	1,399	78	6%	200
California	34,626	36,344	1,718	5%	3,364

Exhibit 2 compares the percent change in jobs between 2016 through 2021 and the projected changes through 2026. The rate of change is indexed to the total number of jobs in 2016.

Exhibit 2. Changes in employment, 2016-2026



WAGES

Exhibit 3 compares the entry-level, median, and experienced wages for the selected occupations to the Far North living wage for a single adult (\$12.74 per hour) and a small family¹ (\$24.66 per hour).

Exhibit 3. Comparison of wages by occupation, 2021



¹ A small family is defined as a single adult and one school aged child (between the ages of 5 and 12 years).

JOB POSTINGS

This section analyzes recent data from online job postings (real-time LMI). Online job postings may provide additional insight into recent changes in the labor market that are not captured by historical trends.

The Far North COE identified 74 online job postings for the selected occupations in the 15-county Far North subregion. Job posting data comes from Burning Glass Labor Insights and represents new listings posted online within the last year, from September 1, 2021, to August 31, 2022.

Occupations and Job Titles

Exhibit 4 details the number of online job postings for the selected occupations.

Exhibit 4. Number of job postings by occupation

Occupation	Job Postings	Share of Job Postings
Municipal Fire Fighting and Prevention Supervisors	36	49%
Municipal Firefighters	27	36%
Fire Inspectors	8	11%
Forest Fire Fighting and Prevention Supervisors	3	4%
Total Job Postings	74	100%

Exhibit 5 shows the top 10 job titles with the most job postings and the share. All job postings included a job title.

Exhibit 5. Top jobs titles

Job Title	Job Postings	Share of Job Postings
Battalion Chief	14	19%
Assistant Fire Chief	5	7%
Fire Chief	4	5%
Firefighter Type	3	4%
Volunteer Firefighter	3	4%

Job Title	Job Postings	Share of Job Postings
Wildland Firefighter	3	4%
Firefighter	2	3%
Firefighter, On-Call	2	3%
Firefighter/Emt Or Paramedic	2	3%
Firefighter/Paramedic	2	3%

Employers

Exhibit 6 shows the top 10 employers with the most job postings for the selected occupations. Forty-one percent (n= 30) of job postings did not include an employer.

Exhibit 6. Employers with the most job postings

Employer	Job Postings	Share of Job Postings
Daily Dispatch	8	18%
State of California	7	16%
Gfp Enterprises	4	9%
Butte County Fire Department	3	7%
Arcata Fire District	3	7%
Tehama County	3	7%
City Ukiah	2	5%
Burney Fire Protection District	2	5%
The Great Basin Institute	1	2%

Certifications, Skills, and Experience

Exhibit 7 shows the most relevant certifications requested by employers for the selected occupations. Forty-two percent (n = 31) of job postings did not include certification information.

Exhibit 7. Most in-demand certifications

Certification	Job Postings	Share of Job Postings
Wildland Firefighter I	10	23%
Firefighter I	10	23%
Emergency Medical Technician (EMT)	10	23%
Paramedic Certification	4	9%
National Registry of Emergency Medical Technicians (NREMT)	4	9%
Certified Patient Account Technician	4	9%

Exhibit 8 shows the top 10 skills across three categories for the studied occupations: specialized, human-centered, and technical skills.

Exhibit 8. Most in-demand specialized skills

Top 10 Specialized Skills	Top 10 Human-Centered Skills	Top 10 Technical Skills
Fire Protection	Editing	Microsoft Office
Fire Suppression	Physical Abilities	Public administration
Occupational Health and Safety	Organizational Skills	Adobe Acrobat
Repair	Communication Skills	Adobe Creative Suite
Self-Contained Breathing Apparatus (SCBA)	Planning	Adobe Indesign
Supervisory Skills	Writing	Adobe Photoshop
Telecommunications	Bilingual	Microsoft Excel
Cardiopulmonary Resuscitation	Building Effective Relationships	Microsoft Powerpoint

Top 10 Specialized Skills	Top 10 Human-Centered Skills	Top 10 Technical Skills
(CPR)		
Exercise Treadmill	English	Microsoft Word
Informed Consent Procedures	Teamwork / Collaboration	Word Processing

Exhibit 9 shows employers' minimum level of education for job postings for the selected occupations. Seventy-six percent (n= 56) of job postings did not include a preferred education level.

Exhibit 9. Employer-preferred minimum education levels

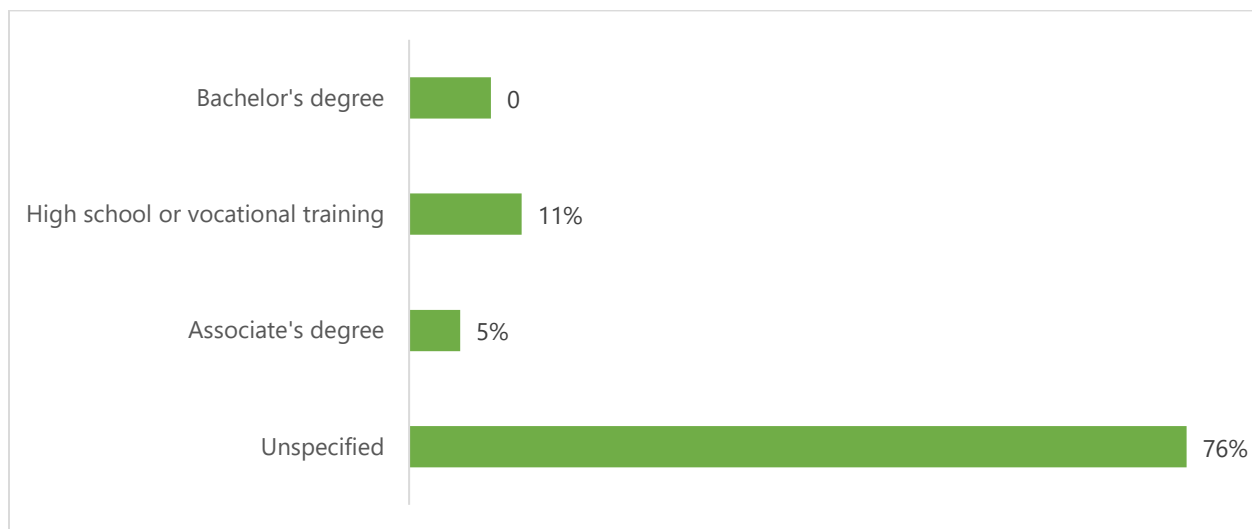
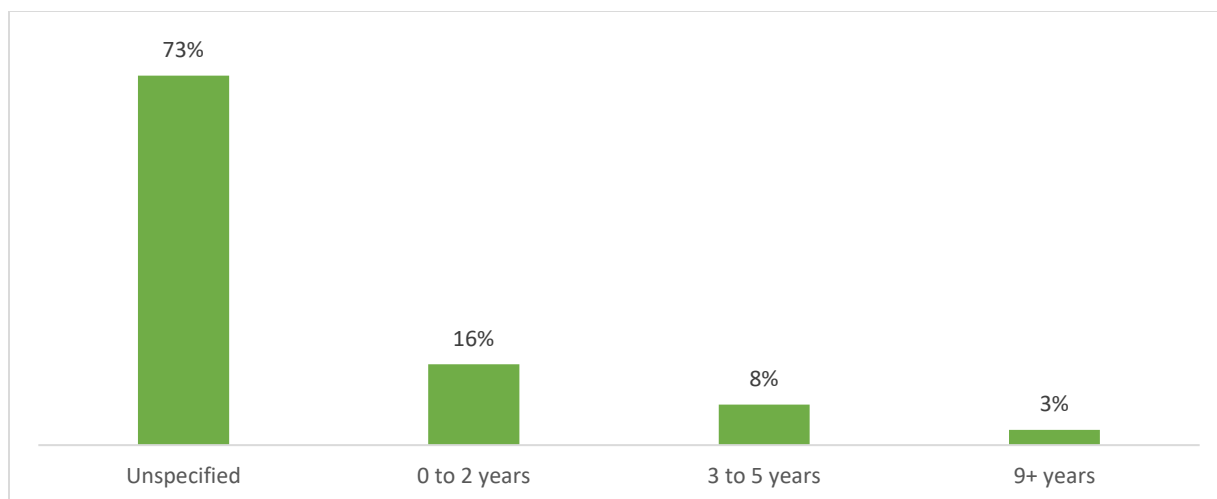


Exhibit 10 shows the experience levels required by employers for job postings for the selected occupations. Seventy-three percent (n = 54) of job postings did not include a preferred experience level.

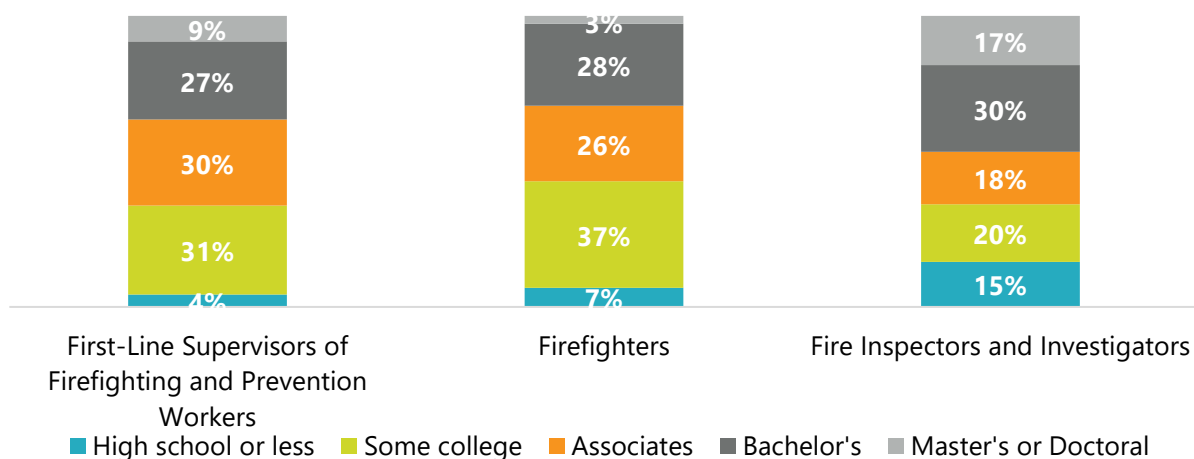
Exhibit 10. Employer-preferred experience levels



EDUCATION AND TRAINING

The U.S. Census Bureau collects data on education achieved by workers employed in occupations. Exhibit 11 shows the state-level educational attainment of the current workforce in the selected occupations.

Exhibit 11. California worker educational attainment for selected occupations, 2019



The Bureau of Labor Statistics (BLS) uses a system to assign categories for entry-level education, work experience in a related occupation, and typical on-the-job training to each occupation for which the BLS publishes projections data. Exhibit 12 shows the selected occupations' entry-level job requirements.

Exhibit 12. Typical education, work experience, and on-the-job training requirements

Occupation	Typical Entry-level Education	Work Experience Required	On-the-job Training Required
First-Line Supervisors of Firefighting and Prevention Workers	Postsecondary nondegree award	Less than 5 years	Moderate-term
Firefighters	Postsecondary nondegree award	None	Long-term
Fire Inspectors and Investigators	Postsecondary nondegree award	5 years or more	Moderate-term

EDUCATIONAL SUPPLY

Educational supply for an occupation can be estimated by analyzing the number of awards issued in related Taxonomy of Programs (TOP) or Classification of Instructional Programs (CIP) codes. Exhibit 13 shows the TOP and CIP codes for educational programs related to the selected occupations.

Exhibit 13. TOP and CIP codes for training programs related to the selected occupations

TOP Programs and Codes	Aligned CIP Programs and Codes
Fire Technology (2133.00)	Fire Science/Firefighting (43.0203*)
Fire Academy (2133.50)	
* There were no programs offered in these TOP or CIP codes within the study region.	

Community College Supply

Exhibit 14 displays the average number of certificates and degrees from selected Far North community college programs over the last three academic years.

Exhibit 14. Annual average community college awards by program, 2018-19 through 2020-21

Program - TOP Code	College	Annual Awards 2018-19	Annual Awards 2019-20	Annual Awards 2020-21	3-Yr Annual Awards Average
Fire Technology (2133.00)	Butte	67	27	45	46
	Lassen	2	2	18	7
	Mendocino	1	1	2	1
	Shasta	3	3	5	4
	Siskiyou	37	20	30	29
	Subtotal	110	53	100	88
Fire Academy (2133.50)	Butte	113	118	72	101
	Shasta	133	81	165	126

Program - TOP Code	College	Annual Awards 2018-19	Annual Awards 2019-20	Annual Awards 2020-21	3-Yr Annual Awards Average
	Subtotal	246	199	237	227
	Total	356	252	337	315

Other Postsecondary Supply

No other post-secondary training providers conferred awards in related CIP codes in the Far North over the last three academic years.

FINDINGS

- This report focuses on three occupations in the firefighting occupations pathway: fire-line supervisors of firefighters and prevention workers, firefighters, and fire inspectors and investigators.
- The Far North subregion held 1,651 firefighting jobs in 2021. These jobs are projected to increase by 4% over the next five years, adding 63 new jobs to the subregion by 2026.
- Jobs for firefighters are projected to grow at about the same rate in the Far North subregion as in California.
- Over the next five years, firefighting jobs are projected to have 163 annual openings across the Far North.
- Wage data shows that firefighting occupations earn \$11 to \$44 above the single adult living wage of \$12.74 per hour.
- According to real-time labor market information, there were 74 online job postings for firefighting jobs between September 1, 2021, and August 31, 2022. A majority (85%) of postings are for municipal firefighters and municipal firefighting and prevention supervisors.
- Between 38% and 61% of incumbent workers in the studied occupations have educational attainment levels consistent with community college offerings (some college or associate degrees). Another 27% to 30% of workers in these occupations hold a bachelor's degree.
- Five Far North community colleges offer degrees and certificates in programs related to firefighting. Together, these programs conferred an average of 315 awards (certificates and associate degrees) in fire technology and fire academy programs over the last three academic years (2018-19 through 2020-21).
- Between 2018-19 and 2020-21, no non-community college training providers conferred awards related to firefighting occupations. Please note that non-community college awards data often lags by one year.

RECOMMENDATIONS

- Based on a three-year average of annual awards in the Far North firefighting programs and projected yearly openings, the supply gap analysis shows that the region seems to have an oversupply of training.
 - Community colleges and other postsecondary training providers issued an average of 315 awards over the last three years.
 - There are 163 projected annual openings for firefighting jobs.
- Due to an apparent oversupply of trained firefighters, the Far North Center of Excellence recommends caution in developing and implementing new firefighting programs.
- The Far North Center of Excellence also recommends that community colleges interested in establishing new firefighting programs partner with local firefighting agencies to ensure job placement for students once they've completed the program.

New Program Recommendation		
Move forward with the new program	Proceed with caution	A new program is not recommended
☐	☒	☐

APPENDIX A. METHODOLOGY AND SOURCES

This report identified Occupations using the Center of Excellence TOP-to-CIP-to-SOC crosswalk and O*Net OnLine. This report's findings were determined using labor market data from the Bureau of Labor Statistics (BLS), U.S. Census Bureau data from Emsi, and jobs posting data from Burning Glass.

Lightcast (Formerly EMSI/Burning Glass) 2022.3; QCEW Employees, Non-QCEW Employees, and Self-Employed. <https://www.economicmodeling.com/>. *Note: EMSI occupational employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors).*

Integrated Postsecondary Education Data System (IPEDS). National Center for Education Statistics. U.S. Department of Education. <https://nces.ed.gov/ipeds/>.

Labor Market Information Division. California Employment Development Department. <https://labormarketinfo.edd.ca.gov/>.

Management Information Systems (MIS) Data Mart. California Community Colleges Chancellor's Office. <https://datamart.cccco.edu/>.

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Self-Sufficiency Standard Tool for California. The University of Washington. <http://www.selfsufficiencystandard.org/>

"Taxonomy of Programs." California Community Colleges Chancellor's Office. June 2012, 6th Edition. <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/TOPmanual6200909corrected12513pdf.ashx>

"TOP-CIP-SOC Crosswalk." Centers of Excellence for Labor Market Research. June 2021 Edition. <http://coecc.net/>

APPENDIX B. GLOSSARY OF KEY TERMS

Key Terms	Definition
Occupation	Occupation refers to professions, or careers, in the workforce. Occupations differ from jobs in that jobs show the number of positions held in a given occupation.
Jobs	A job is any position where a worker provides labor for monetary compensation. Job numbers include employees (those who work for businesses) and proprietors (those who work for themselves). Full- and part-time jobs are included and counted equally (i.e., not adjusted to full-time equivalents). Data for jobs, or employment, are annual averages.
Job Change	Job change is the net increase or decrease of jobs over a given timeframe.
Job Openings	Job openings are the projected number of positions available for workers entering an occupation. Openings include growth and replacement jobs. Growth jobs are the positive change in the total number of workers employed. Replacement jobs are the estimates of new workers needed to replace workers permanently leaving the occupation.
Wages	Wages, or compensation, show workers' percentile and average earnings in a given occupation. The 25th-percentile and 75th-percentile hourly wages are used as a proxy for entry-level and experienced-level wages.
Living Wage	The living wage is the level of income a single adult with no children must earn to meet basic needs. The living wage is calculated using basic levels of allowances for food, housing, transportation, healthcare, taxes, and other miscellaneous basic needs.
Educational Attainment	Educational attainment is the level of education achieved by workers in a given occupation. The data includes workers aged 25 years and older.
Typical Entry-level Education	The education level generally required for employment in an occupation. It may differ from the actual educational levels attained by workers in any given occupation.
Work Experience Required	The level of prior experience a worker needs to enter a job in a given occupation.
On-the-job Training Required	The level of on-the-job training a worker needs to obtain competency in a given occupation.
Awards	Awards are the number of certificates and degrees conferred for a specific course of study in a given year. Awards counts "papers" and, as a result, may be greater than the actual number of students who complete a program.

COVID-19 Statement: This report includes employment projection data by EMSI. EMSI's projections are modeled on recorded (historical) employment figures and incorporate several underlying assumptions, including the assumption that the economy during the projection period will be at approximately full employment or potential output. To the extent that a recession or labor shock, such as the economic effects of COVID-19, can cause long-term structural change, they may impact the projections. At this time, it is not possible to quantify the impact of COVID-19 on projections of industry and occupational employment. Other measures such as unemployment rates and monthly industry employment estimates will reflect the most recent information on employment and jobs in the state and, in combination with input from local employers, may help validate current and future employment needs as depicted here.

Important Disclaimer: All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. Efforts have been made to qualify and validate the accuracy of the data and the reported findings; however, neither the Centers of Excellence, COE host District, nor California Community Colleges Chancellor's Office are responsible for applications or decisions made by recipient community colleges or their representatives based upon components or recommendations contained in this study.

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Centers of Excellence for Labor Market Research, Economic and
Workforce Development Program



CENTERS OF EXCELLENCE
FOR LABOR MARKET RESEARCH

**FOR MORE INFORMATION,
PLEASE CONTACT:**

Sara Phillips, Director

Far North Center of Excellence

sphillips@ShastaCollege.edu

MEMORANDUM

To: Rory Johnson, Executive Dean, Career Education and Workforce Development

From: Sara Phillips, Director, Far North Center of Excellence

Date: September 19, 2024

Re: Updated LMI for Accreditation- Fire Technology

Background

College of the Redwoods contacted the Far North Center of Excellence to request updated labor market information for the existing Fire Technology program.

This memo provides an analysis of occupational demand and program supply data to assess labor market gaps. Data is provided for the fifteen-county Far North subregion and comes from Lightcast. Occupations are aligned to career education programs using the Center of Excellence TOP-to-CIP-to-SOC crosswalk and the ONet OnLine education crosswalk. Program awards data comes from Management Information Systems (MIS) Data Mart.

Findings

What occupations are aligned to the proposed program?

- The occupations that align with the program are:
 - Firefighters (SOC 33-2011)
 - First-Line Supervisors of Firefighting and Prevention Workers (SOC 33-1021)
 - Fire Inspectors and Investigators (SOC 33-2021)

What are the hourly wages for the studied occupations?

- Entry-level hourly wages for these occupations are above the living wage threshold of \$21.28 for a single adult in the Far North subregion (Exhibit 1)¹.

What is the employment outlook for the studied occupations?

¹ The NFN COE currently uses the most recent version of the [MIT Living Wage Calculator](#) to estimate the living wage for each community college district and uses the living wage for a single, working adult without dependents. A working adult is assumed to work 2,080 full-time hours, which is equivalent to 40 hours a week for 52 weeks per year. The NFN COE will revise this practice as needed to ensure continued alignment with the Chancellor's Office.

- Employment for these occupations in the Far North is expected to increase by 10% over the next five years (Exhibit 2).
- Between 2023 and 2028, there are projected to be 181 job openings for these occupations each year in the Far North subregion.

What does training supply look like for the studied occupations?

- Over the last three academic years, an average of 364 awards were conferred for related TOP Codes (Exhibit 3).

Summary

- Data analysis shows an oversupply of certificate and degree awards (n=364) compared to occupational demand (n=181) for these occupations in the Far North.

Please contact Sara Phillips, Director, Far North COE, for further information at sphillips@shastacollege.edu

Exhibit 1. Summary of entry-level work requirements by occupation

Occupation	Skill Level	Typical Entry-Level Education	Work Experience Requirements	Typical On-the-job Training Required	Entry-level Hourly Wage
Firefighters	Middle	Postsecondary nondegree award	None	Moderate-term	\$23.54
First-Line Supervisors of Firefighting and Prevention Workers	Middle	Postsecondary nondegree award	Less than 5 years	Long-term	\$35.24
Fire Inspectors and Investigators	Middle	Postsecondary nondegree award	5 years or more	Moderate-term	\$32.44

Exhibit 2. Occupational employment and projected demand, 2023-2028

Occupation	2023 Jobs	2028 Jobs	2023-2028 Projected Change	2023-2028 Projected % Change	2023-2028 Annual Openings
Firefighters	1,597	1,744	147	9%	153
First-Line Supervisors of Firefighting and Prevention Workers	308	342	34	11%	26
Fire Inspectors and Investigators	20	23	3	15%	2
Far North	1,925	2,108	183	10%	181

Exhibit 3. Far North program supply, 2021-22 through 2023-24

Program - TOP/CIP Code	College	Annual Awards 2021-22	Annual Awards 2022-23	Annual Awards 2023-24	3-Yr Annual Awards Average
Fire Technology (2133.00)	Butte	30	30	23	28
	Lassen	16	13	12	14
	Mendocino	0	0	3	1
	Shasta	3	1	3	2
	Siskiyou	4	5	10	6
Subtotal		53	49	51	51
Wildland Fire Technology (2133.10) –n/a					
Fire Academy (2133.50)	Butte	74	79	71	75
	Shasta	155	198	284	212
	Siskiyou	23	24	31	26
Subtotal		252	301	386	313
Grand Total		305	350	437	364



Appendix C

Advisory Board Minutes



CR Fire Academy Advisory Committee

July 13, 2023 Minutes

Attendees: Chief Sean Wilson, Cal Fire; Chief Nick Launius, HBF, Chief Troy Smith, Chief Justin McDonald, AFD, Nick Pape, Shelter Cove, Chief Kevin Carey,

I. Call to order

Introduction of Committee Chair- Sean Wilson,

II. Introduction

- a) Dean-Mike Haley
- b) Support Staff- Rachel Warze
- c) Committee Chair- Sean Wilson

III. Approval of minutes from last meeting

None.

IV. Discussion

- a) Review the goals and objectives of the program

N. Launius shared that the ultimate goal is to get the fire fighter 1 accreditation so all local agencies can hire graduates. N. Pape shared one of the big things he has seen with different levels of discipline and structure, there is a fine line between paramilitary academies and less strict academies. We need to figure out what level of discipline we would like the CR academy to be. K. Carey asked if this is just a Cal fire academy, S. Wilson shared that we are teaching the state fire fighter one and the only thing our current academy isn't doing is live fire.

- b) Input on regional training and educational needs.

N. Pape shared that EMT and Basic Fire 1 together would be something to add. You need both to get hired in local agencies. J. McDonald would like to see state fire training classes for company officer and chief. Hosting them up here is a lot cheaper then to send them out of town. S. Wilson shared that N. Launius and himself are a part of the instructor association and they are working on offering those through the college. N. Launius shared that partnering with CR on these classes we can develop our own instructors here locally, they will benefit our local folks and they understand our community needs.



- c) Input to ensure that the program meets the present and future needs of the business/industry sector they represent in the community, - Answered in B.
- d) Review Student Learning Outcomes, and Program Learning Outcomes for the relevance of education and training needed by the business/industry sector.

The outcome of the current academy is the get 1A, 1B, 1C, 1D, what they lack is the accreditation testing. Humboldt Bay fire requirements for hire is EMT and Fire Fighter 1. N. Launius shared it's getting harder and harder to find people who meet the local requirements. People who are hired from out of the area tend to not stay very long and it is better to hire local people. J. McDonald echoes the sentiment in preference to hire local, but it is hard to find people. Those hired out of town stay for about three years and it is a heavy burden on the department. S. Wilson agreed, Cal fire hires mostly people out of our academy because again like the others stated those hired from our of the area don't stay. R. Warze talked about having a career day where local agencies can come speak to the academy students. N. Launius feels that would be really great.

V. New business

- a) Associate Faculty

M. Haley shared that the fire technology program does not currently have a full time person. Due to the fact the class is receiving college credit there needs to be a CR faculty member in the classroom. There are a limited number of units that an associate faculty can teach and this academy being 9 units typically works best with two associate faculty. The qualifications is an associate degree and 6 years of experience OR a bachelors and 2 years' experience. K. Carey shared that DN fire is looking to get involved into teaching at the academy. J. McDonald asked about retirees teaching and if they need to stay under the 960 hours, and current people working under PERS working as temps. M. Haley shared that teachers work under STERS so it is doable. S. Wilson asked if there is an opportunity to get a full time position because in this academy continuity is important. M. Haley shared that there is a process for full time faculty and we will apply to get one in the fall.

- b) Fire Coordinator

M. Haley shared that Kim Price was the fire coordinator for the last 5 years and he has since retired. The coordinator is responsible for coordinating the needs to the academy, reserving spaces, requesting instructors, equipment etc. R. Warze shared that it is a very flexible schedule and doesn't not have the same requirements for this position. It is a temporary position, which means we can hirer who we want to.

- c) Spring 2024 schedule



R. Warze shared that due to the lack of associate faculty we talked about doing a Friday, Saturday, Sunday but that makes the class go further into April and bumps into the Cal fire training season and we could lose help. We did a M-F last spring. S. Wilson shared that he noticed a difference in the cadets that came out of the M-F class, they were much tighter and more cohesive group. Their skills were more honed in. N. Pape shared having both of the same options a M-F and a F, S, Su, help especially on the volunteer side. S. Wilson shared when we have full time staff, we should have both to capture schedules. It is better to have M-F in the spring.

d) Subject Matter Experts

R. Warze shared the new rubric for subject matter experts pay that Kim Price is proposing but would like feedback to make sure that this increasing involvement. N. Launius shared that entry level fire fighter overtime rate currently is \$30 an hour so bumping up our base pay to \$35 an hour we will see a lot more people helping out. He also like the structure of increased in pay for the increase in experience and education. N. Pape asked if volunteer services counts as professional experience. R. Warze we will change the years of experience to years of fire experience. S. Wilson likes the progression of pay. He thinks the tier of years is getting too high. Change it to \$30 to 5-6 years. \$35 to 6+ years. N. Launius shared that in his department after about 3 years as a fire fighter could come in and give a really good class. Not limiting so much based on time in the seat but willingness to participate will help build capacity. In his vision he sees CR offering instructor courses SFT instructor 1&2, Rio, ethics, etc.. so not only are the getting the experience they are able to instructor more in the academy.

e) Accreditation

M. Haley shared that Kim Price has a good packet of materials for accreditation and Chief Petty knows that we are pursuing accreditation. M. Haley has met with the President of the College, Dr. Flamer and the Vice President of Instruction, Dr. Gaetje and he knows that there is deep interest in making it happen. He shared that one of the thing we are required to do in accreditation is a job market survey, labor analysis and the one he has says that there are not very positions in fire tech here locally which does not support what he hears from this committee. He does not feel that the report will have any impact in the college getting accreditation. He believes that we should be able to send out a draft in the fall. S. Wilson asked who did the job market survey, because the thinks the job market survey should come from the local agencies with what they need in the local agencies. R. Warze shared that in letters for support for the self-assessment she will ask that everyone includes there needs in that letter. N. Pape said he has a lot of that information when we need it. N. Launius shared that his Chief would love to talk to whoever did the job market survey from the Center of Excellence because they have a huge need at Humboldt Bay Fire.



f) Orientation-

R. Warze shared she would like feedback on what people have experienced in academy orientations they attended. Currently our orientation process is to sit and listen for a couple hours, then its first come first serve to see who can get a physical the fastest and turn in paperwork. She would like to change the process. S. Wilson shared when he when to Siskiyou, you had to get your physical and turn in an application but then you had to do an agility test. There was a hose drag, drag dummy, go up and down stairs, throw a ladder. Cal Fire still has that at the state level, the CPAT which is a standardization that a lot use. K. Carey seconded what Sean said, they had to do an agility test. In LA there was a program that was a couple nights a week that was just dedicated to getting students in shape for the academy and something we might consider as a 1 credit class. J. McDonald use to do a physical agility test for the local department and they have switched over to accepting the CPAT card. It would make sense if we are looking at doing a physical agility test to follow the CPAT. R. Warze shared Kim was looking at us being a practice site for the CPAT. S. Wilson said it is an industry standard but the closest ones are Sacramento and Livermore and requiring future students to get that card would be a big ask. N. Launius shared he doesn't want us to be so limiting, students can get that after the academy. N. Pape shared one academy has a really hard first week to eliminate some people who might not make it through and to get to people on the waitlist.

N. Pape asked if the college was looking into getting other apparatus, M. Haley said nothing has been determined. R. Warze shared that once we are accredited we hope to have opportunities for grant funds. However for now we are relying on borrowing equipment/trucks.

Action items for future agenda

- Job Market Survey input
- Revising subject matter expert scale.

VI. Adjournment



Appendix D

Buisness Plan

5-Year Business Plan for the Fire Technology Program

College of the Redwoods Fire Academy

2024-2029

Executive Summary

The Fire Technology Program at College of the Redwoods aims to expand its educational offerings, achieve California State Fire Academy accreditation, and enhance student employment opportunities. Over the next five years, we will focus on accreditation, infrastructure improvement, curriculum expansion, and increasing student enrollment.

Year 1: Foundation & Accreditation (2024-2025)

Goals

- Obtain **California State Fire Academy Accreditation**.
- Secure funding for accreditation fees and necessary equipment.
- Strengthen relationships with local and state fire agencies to support student placement.
- Improve program admission processes for equitable student selection.
- Increase Fire Technology program staffing to support the growth of the program.

Key Actions

- Submit accreditation application and host a site visit.
- Implement a lottery-based admission system for fairness.
- Provide clear physical agility and medical exam guidelines for students.
- Secure funding through institutional support for accreditation fees (\$6,000).
- Request to hire another full-time faculty member to support expansion.
- Request to hire a dedicated Administrative Office Coordinator for the Fire Technology program

Expected Outcomes

- Official accreditation achieved, allowing students to graduate with Firefighter I certification.
 - Improved student admission process increases completion rates.
 - Strengthened industry partnerships for job placements.
-

Year 2: Infrastructure & Equipment Expansion (2025-2026)

Goals

- Develop a plan for a **dedicated training facility** for the Fire Academy.
- Secure new equipment such as **ladders, fire hoses, and training equipment**.
- Formalize faculty and administrative support to manage program logistics.
- Integrate with EMT Program

Key Actions

- Apply for funding to build or acquire a dedicated fire training space.
- Purchase necessary firefighting tools & equipment (Total estimate: \$300,000).
- Partner with local agencies to secure land for training exercises.
- Establish storage facilities for academy gear.

Expected Outcomes

- A permanent **fire training site** reduces dependence on external locations.
- Fully stocked academy with industry-standard firefighting tools to be a fully self-sustainable academy.
- Improved student learning experience with hands-on training.
- Improved pathway for students to obtain both EMT and Fire fighter 1

Year 3: Program Expansion & Degree Offering (2026-2027)

Goals

- Develop and launch an **Associate of Science (AS) in Fire Technology or Associate of Science Company Officer**.
- Partner with **Cal Poly Humboldt** for a **Fire Science Transfer Degree (ADT)**.
- Increase student enrollment and diversity.

Key Actions

- Work with faculty to design an AS degree curriculum.
- Finalize partnership agreement with **Cal Poly Humboldt** for ADT pathway.
- Implement outreach programs targeting underrepresented student groups.
- Begin offering a **Certificate of Achievement** for Fire Academy graduates.

Expected Outcomes

- New degree options provide additional career pathways.
 - Increased enrollment with diverse student representation.
 - Stronger pipeline from Fire Academy to **higher education & municipal firefighting jobs**.
-

Year 4: Workforce Integration & Community Outreach (2027-2028)

Goals

- Establish **internship and apprenticeship** opportunities with fire departments.
- Launch community education programs in **fire prevention and emergency response**.
- Track student employment outcomes to assess program success.

Key Actions

- Develop internship agreements with local fire agencies.
- Create workshops for community members on **fire safety and disaster preparedness**.
- Implement data tracking of graduate employment rates.

Expected Outcomes

- Increased employment rates among graduates.
 - Greater community engagement in fire safety initiatives.
 - Enhanced program reputation and credibility.
-

Year 5: National Recognition & Long-Term Sustainability (2028-2029)

Goals

- Position the Fire Academy as a **top-tier training program** in California.
- Expand financial aid and scholarship opportunities.
- Secure additional **state and federal funding** for continued program growth.

Key Actions

- Apply for **national-level firefighting training grants**.
- Establish an alumni network for mentorship and funding support.
- Develop **advanced training programs** for working professionals.

Expected Outcomes

- Recognition as a leading **California firefighting training institution**.
- Increased financial support for student scholarships.
- Sustainable long-term funding is secured through grants and donations.

Financial Projections & Funding Needs

Category	Estimated Cost	Funding Sources
Accreditation	\$6,000	College funds,
Program Coordinator	\$50,000 - \$100,000/year	College budget
Training Equipment	\$300,000	State/Federal Grants, Donations
Dedicated Training Facility	\$3,000,000+	Public-Private Partnerships
Scholarships & Outreach	\$50,000/year	Alumni, Sponsorships

Key Performance Indicators (KPIs)

- **Student Completion Rate** → Maintain **85%+** graduation rate.
 - **Employment Rate** → At least **90%** of graduates secure fire-related jobs.
 - **Accreditation Achievement** → Obtain by Year 1.
 - **Enrollment Growth** → 10% yearly increase in student intake.
 - **Program Expansion** → AS Degree & Transfer Pathway by Year 3.
-

Conclusion

This 5-year plan strategically positions the **Fire Technology Program** for **sustainable growth, higher student success, and stronger workforce integration**. By achieving accreditation, securing necessary resources, and expanding career pathways, College of the Redwoods will become a **premier firefighting training institution** in California.

Program Review Report - Instruction

Year: 2023-2024

Program: Fire Technology Term: Fall 2023

Program Information

Program Review Authors (include names and campus locations):

Rachel Warze (EKA), Mike Haley (EKA)

Dean's Signature: *Mike Haley*

Date: 02/02/2024

VP/ President's Signature: *Lisa Gaetje*

Date: 02/05/2024

of Degrees Offered: 0

of Certificates Offered: 0

State briefly how the program functions support the college mission:

The Fire Technology program at College of the Redwoods aligns seamlessly with the district mission by providing a pathway for students to achieve success and attain living-wage jobs upon completion of the 16-week course.

The Fire Technology program at College of the Redwoods is a vital component of our commitment to student success and community development. By offering a comprehensive 16-week course, we provide accessible and relevant educational opportunities that go beyond traditional academic pursuits. The program not only fosters student academic achievement but also emphasizes career readiness, ensuring that graduates are well-prepared for the workforce.

In supporting our mission to meet the diverse needs of the communities we serve, the Fire Academy stands as a nimble and pioneering partner in the educational, civic, cultural, and economic development of the region. By training individuals for essential roles in fire services, emergency response, and public safety, we contribute directly to the safety and well-being of our community.

By advancing the values and goals of diversity, equity, inclusion, and accessibility, the Fire Technology program at College of the Redwoods not only prepares students for fulfilling careers but also contributes to the broader mission of creating a positive and impactful educational environment.

State briefly program highlights / accomplishments:

The Fire Technology program was moved to the Career Education Division in February 2023. For the last several years the program consists of one 9-unit course (worth 23.6 TLU) entitled FT-121 CALFIRE Firefighter Basic Academy that does not have a prerequisite. Students enrolled in this course are said to be enrolled in the fire academy. Students that successfully complete this class are able to gain employment with state and local agencies. In the recent past (2019-2024) the Fire Technology program has been supported by a temporary coordinator (retired in summer 2023), several associate faculty, and partnerships with local and state fire agencies.

In fall 2023, our Fire Academy achieved an outstanding 83% completion rate, reflecting the dedication and success of our students in the program. Looking at the broader picture, our program has maintained a completion rate of 86% over the past five years. The fire academy is a very intensive program that is both mentally and physically demanding program, the high completion rate is a direct reflection of our instructor's dedication to student success.

Additionally, we are thrilled to share that CalFire has recognized the high caliber of our graduates, expressing their intention to hire all 25 of our program graduates for the upcoming fire season. This endorsement from CalFire is a testament to the quality of education and training provided by our program, as well as the employability of our graduates in meeting the

needs of the fire service industry.

Furthermore, we have successfully increased collaboration with local fire agencies, fostering a valuable exchange of subject expertise to benefit our students. This enhanced partnership contributes to a more comprehensive and practical education for our aspiring firefighters.

Data Analysis

Annual Review –

Critical Reflection of Assessment Activities

Curriculum & Assessment Data Assessment Assessment

What courses, if any, are not on track with regard to a 4-year assessment cycle? Explain if this is a consequence of how often the course is offered or other mitigating factors such as outcome updates that may have changed the assessment cycle.

of course SLO reports submitted during 2022 - 2023 : 0

of degree/cert PLO reports submitted during 2022 - 2023 : 0

Explain any mitigating circumstances.

The assessment plan for Fire Technology needs to be updated. The courses that are currently on the assessment schedule are not currently offered/scheduled.

Indicate if you have submitted updated Course Outlines of Record this fall.

FT-121 is the only FT course that is currently offered. It was updated in April 2022.

If there is no plan for updating outdated curriculum, when will you inactivate?

There are five courses which are overdue and should be either deactivated or repurposed. This includes FT-201, FT-202, FT-206, FT-207 and FT-210.

Did the Program Advisory Committee meet in the last year?

Yes. A formal advisory committee was established during the spring 2023 semester and has met multiple times since then to discuss and strategize ways to enhance the program's offerings and ensure alignment with accreditation requirements.

In light of our pursuit of accreditation, the Advisory Committee has increased the frequency of its meetings to provide comprehensive support for the development of an accredited academy. These collaborative efforts underscore our dedication to meeting the highest educational standards and delivering a top-tier program that prepares our students for success in the dynamic field of fire technology.

3.1 What changes have been made to the program based on assessment findings? You may include results from your closing the loop reports that map to your program.

Through informal assessment we have determined that the admission process will be modified in future academics to improve equal opportunity for students to be admitted to the program. (Referenced below in Part 5.3 Equity)

3.2 Describe assessment findings/observations that may require further research or institutional support.

NA

Summary of Section 3

How will your assessment findings impact planning for the next year?

We will provide interested applicants to the academy with additional information regarding medical physical exams prior to orientation day and inform students of the requirements of the physical agility tests.

Evaluations of

Previous Plans

4.1 Describe plans/actions identified in the last program review, and their current status. What measurable outcomes were achieved due to actions completed? Include the impact of completed and uncompleted plans. Action plans may encompass several years; an update on the current status, or whether the plan was discarded and why.

Number	Program Plans	Current Status	Describe Impact of Action
	This is the first time Fire Technology has participated in program review.		

4.2 Describe how resources provided in support of the plan(s) contributed to program improvement:

Planning

5.1 Program Plans

Based on data analysis, student learning outcomes and program indicators, assessment and review, and your critical reflections, describe the actions to be taken for the next academic year in order of importance (from #1 at the top = highest priority and down from there).

Please be specific. This section and section 6 should include a detailed justification so that the resource prioritization committees understand your needs and their importance.

Plans should be actionable, measurable and not just resource requests.

#	Program Plans	Related Institutional Planning Goals	Relationship to Previous Assessment	Expected Impact on Program/Student Learning	Resources Needed
1	Become a California State Fire Accredited Fire Academy	EMP Initiative #2- Expand and Prioritize offerings that prepare students for living-wage jobs.	N/A	Students will leave the program with a full Fire Basic 1 certificate that allows them to be hired at Calfire and all California Municipal Fire Departments.	Yes. Staff time and financial resource for fees.
2	The program coordinator to schedule with local and state fire institutions; office staffing to support program.	EMP 2.1, 3.1, 3.2, 5.1	N/A	A program coordinator is required in order to schedule with outside fire institutions for personnel and equipment, support the complexity of purchasing, receiving payments, communicating with vendors.	Yes.
3	Accreditation and teaching requirements	EMP Initiative #3- Creating more nimble and adaptable institution	N/A	Ensuring students are equipped with requisite tools and apparatus for firefighter training is paramount to cultivating a workforce adept at meeting local needs.	Yes. Itemized in resource request
4	Dedicated Space for Training	EMP 2 & 3	N/A	We currently use space that is available around campus which often is where general daily traffic is. We rent the City of Eureka, Hilfiker site for days necessary but currently they charge us \$300 per day which we can't afford to use much.	Areas dedicated to fire.
5	Storage Space for Equipment and Tools	EMP 2 & 3	N/A	Most of our supplies are currently housed in the pool room, which isn't ideal based on location and will be eventually torn down. It is also not very secure. We also need a place for student PPE, the storage we have in our classroom in being used by the Police Academy.	Storage Room

The vision for success goals are institutional planning priorities for the next several years. You can find the full Vision for success document at this link ([Vision for Success Goals](#)). Please comment on how your area is planning to address the following during this academic year:

1. Increase the number of completers (including AA-T degrees, AA/AS degrees, and certificates)

As we continue to grow the Fire Technology program, we are dedicated to expanding our offerings to better serve our students. Our vision includes the development of an Associate in Science (AS) degree, providing a comprehensive educational experience for those seeking a well-rounded foundation in fire technology.

Additionally, we are exploring partnerships with the Fire Science program at Cal Poly Humboldt to offer an Associate Degree for Transfer (ADT) program. This collaboration aims to provide our students with a seamless transition into a four-year degree program, aligning with their aspirations for advanced education and career opportunities.

Upon accreditation, our students will graduate from the Fire Academy with a completed Fire Basic 1 certificate, enhancing their employability. Recognizing the specific requirements of different firefighting entities, we are working towards offering a Certificate of Achievement option within our Fire Academy, providing additional recognition for our graduates.

This year, with the approval of full-time faculty position, we are excited to embark on the development and enhancement of our curriculum. This expansion will allow us to offer a more comprehensive range of courses and further elevate the quality of education within our Fire Technology program.

2. Decrease the number of average total units a student must take to complete (For example, a discussion of Guided Pathways work in your area might be appropriate here, or larger efforts your area is undertaking to decrease total units to completion)

We cannot decrease the number of average total units a student must take to complete the fire academy. However, as we develop our course offerings we will be mindful to limit the number of units to that required by the chancellor's office.

3. Equity (What is your area doing to promote equity across student groups?)

The Fire Technology program at College of the Redwoods is committed to fostering a more equitable and inclusive enrollment process for the Fire Academy, prioritizing equity and enhancing the success rate of our cadets. Beginning this upcoming year, we are implementing a revised admission process to ensure that every interested individual has an equal opportunity to secure a seat in the academy.

Previously, our first-come, first-enrolled process created a competitive environment that did not necessarily align with our commitment to equity. In our revised approach, prospective students will be required to undergo a medical physical prior to orientation day. This adjustment provides ample time for all interested candidates to complete this essential step in the process.

Subsequently, candidates who pass a physical agility test, similar to the Firefighter Candidate Physical Ability Test (CPAT), will be entered into a lottery for a seat in the academy. This new process aims to distinguish individuals who are physically prepared to engage in the rigorous training of the fire academy. By incorporating a lottery system, we are ensuring that selection is not solely dependent on speed or timing but rather on the demonstrated physical readiness of the candidates.

Our primary goal with this revised process is not only to achieve a more equitable enrollment system but also to increase the completion rate of the Fire Academy. Historically, we've observed some cadets facing challenges in the initial weeks of the academy due to a lack of physical preparedness. This updated approach seeks to address this issue, ultimately contributing to a higher rate of success and satisfaction among our cadets.

We believe that these changes will enhance the overall experience for our students, promoting equity, inclusivity, and better preparing them for the demanding nature of the Fire Academy. We look forward to the positive impact this revised admission process will have on the success and diversity of our cadet population.

4. Increase the number of students finding living-wage work in a related field of study (CE areas only need to complete this section)

The Fire Technology program is actively pursuing accreditation through the California State Fire Marshall’s office. An effort that holds significant benefits for our students. Once accredited, our students will exit the Fire Academy with a complete State Fire Training Fire Basic One Certificate.

This certification is a valuable credential that opens doors for our cadets across a spectrum of opportunities. It allows them to be considered for employment at CalFire, Forestry, or Municipal fire department in California. The comprehensive training provided by our accredited program ensures that our graduates are well-prepared for the diverse challenges of the firefighting profession.

By offering this recognized certification, we are not only enhancing the qualifications of our graduates but also significantly increasing the likelihood of them securing living-wage jobs in various sectors of the fire service industry.

Resource Requests

6.0 Planning Related, Operational, and Personnel Resource Requests. If required by law, mandate or ACCJC accreditation, please explain.

Requests must be accompanied by an action plan in the previous section.

Requests should include estimated costs. Submit a support ticket if you do not know the estimated costs.

If you are requesting personnel resources, you must also include the 'Request for Faculty or Staffing' forms, located at www.redwoods.edu/program-review/

Submit one form for each request.

Action #	Request	Type of Request	Amount	Annual Costs	How many Students and Faculty/ Staff Impacted?	Feasibility Consultation	Funding Source	Contact Name / Email / Phone
1	Accreditation	Fees and site visit	\$6000 total, \$4000.00 for Accreditation. \$2000.00 for Accreditation Site Visit		30 students per semester of FT-121 offered, 24 TLU worth of instruction			Rachel-warze@redwoods.edu , x4259
2	Administrative needs	Personell	\$50-100k	\$50-100k	30 students per semester of FT-121 offered, 24 TLU worth of instruction			CE Dean
3	SCBA Packs	Equip	74,000	\$0	30 per academy/semester			Rachel-warze@redwoods.edu , x4259

3	SCBA Bottles	Equip	37,170.00	\$75x40 every 4 years	30 per academy/semester			Rachel-warze@redwoods.edu , x4259
3	SCBA Comb-Pack/Bottle, Mask, Hose	Equip	182,400	\$75x30 every 4 years	30 per academy/semester		We need new packs as a priority, then bottles or this combo provides all with masks and hose which is the best deal	Rachel-warze@redwoods.edu , x4259
3	Hand Tools	Equip	\$1990.00	\$0	30 per academy/semester			Rachel-warze@redwoods.edu , x4259
3	Wildland Gear Packs	Equip	4488.50	\$0	30 per academy/semester			Rachel-warze@redwoods.edu , x4259
3	Fire Hose	Equip	3160.00	\$0	30 per academy/semester			Rachel-warze@redwoods.edu , x4259
3	Rescue Mannequins	Equip	3588.00	\$0	30 per academy/semester			Rachel-warze@redwoods.edu , x4259
3	Type 1 Fire Engine	Equip	~50,000-200,000	\$500	30 per academy/semester			Rachel-warze@redwoods.edu , x4259
3	Ladders (2)	Equip	3500	\$0	30 per academy/semester			Rachel-warze@redwoods.edu , x4259
3	Washer Extractor	Equip	\$10000-\$20,000 plus installation	\$250.00	30 per academy/semester			Rachel-warze@redwoods.edu , x4259
3	Forcible Entry Door	Equip	7500.00	\$0	30 per academy/semester			Rachel-warze@redwoods.edu , 109

					ster			.edu , x4259
3	Thermal Camera (2)	Equip	\$900	\$0	30 per academy/semester			Rachel-warze@redwoods.edu , x4259

Author Feedback

Provide any constructive feedback about how this template or datasets could be improved.

How much do you agree with the following statements?

This year's program review was valuable in planning for the ongoing improvement of my Program. (Highlight one)

Strongly Agree Agree Neutral Disagree Strongly Disagree

Analysis of the program review data was useful in assessing my program. (Highlight one)

Strongly Agree Agree Neutral Disagree Strongly Disagree

PRC Response

Section 1: Program Information

Section 2: Data Analysis

Section 3: Critical Reflection of Assessment Activities

Section 4: Evaluation of Previous Plans

Section 5: Planning



Appendix E

RCCD Final Budget 24-25

REDWOODS COMMUNITY COLLEGE DISTRICT

FINAL BUDGET



2024-2025

REDWOODS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES

Area 1: Mrs. Lorraine Pedrotti
7351 Tompkins Hill Road
Eureka, CA 95501
(707) 476-4170
Email: Lorraine-Pedrotti@redwoods.edu

Term of Office expires: December 2026



Area 2: Mr. Dan Kelley
7351 Tompkins Hill Road
Eureka, CA 95501
(707) 476-4170
Email: Danny-Kelley@redwoods.edu

Term of Office expires: December 2026



Area 3: Ms. Carol Mathews
7351 Tompkins Hill Road
Eureka, CA 95501
(707) 476-4170
Email: Carol-Mathews@redwoods.edu

Term of Office expires: December 2026



Area 4: Mr. Richard Dorn
7351 Tompkins Hill Road
Eureka, CA 95501
(707) 476-4170
Email: Richard-Dorn@redwoods.edu

Term of Office expires: December 2024



REDWOODS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES

Area 5: Dr. Rebecca Robertson
7351 Tompkins Hill Road
Eureka, CA 95501
(707) 476-4170
Email: Rebecca-Robertson@redwoods.edu

Term of Office expires: December 2024



Area 6: Dr. Colleen Mullery
7351 Tompkins Hill Road
Eureka, CA 95501
(707) 476-4170
Email: Colleen-Mullery@redwoods.edu

Term of Office expires: December 2024



Area 7: Mrs. Sally Biggin
7351 Tompkins Hill Road
Eureka, CA 95501
(707) 476-4170
Email: Sally-Biggin@redwoods.edu

Term of Office expires: December 2024



REDWOODS COMMUNITY COLLEGE DISTRICT

FINAL BUDGET 2024-2025

COLLEGE OVERVIEW

Located on northern California's picturesque Redwood Coast, College of the Redwoods is a community college that delivers excellent academic and career technical education. Established in 1964, CR serves a diverse population of communities in Del Norte and Humboldt counties as well as the western edge of Trinity county. CR's main campus is located just south of Eureka in Humboldt County, and an Education center is in Crescent City. An instructional site can be found in Hoopa. CR's Adult and Community Education office is located in downtown Eureka.

CR offers a wide variety of accessible learning opportunities, including online classes and other distance education options. CR awards Associate of Arts and Associate of Science Degrees as well as a wide variety of career education certificates for vocational and professional development. It is an accredited, two-year institution that has articulation agreements with major four-year universities. CR is committed to the success of each student.

CR MISSION (BP 1200)

College of the Redwoods puts the success of each student at the forefront of every strategic effort. The college provides accessible and relevant educational programs that promote student academic achievement, career readiness, and lifelong learning so that our students may thrive in a rapidly changing world.

We endeavor to meet the diverse needs of the communities we serve and to be a nimble and pioneering partner in the educational, civic, cultural, and economic development of the region.

We recognize the future of learning will require flexibility and resiliency and we are committed to developing and expanding innovative in-person and online programs and responsive student services.

Through assessment and evidence-based research, we continuously improve programs and address equity gaps to ensure that each student has the opportunity and support to succeed.

We are dedicated to a just and sustainable world, to fostering a safe and inclusive educational community, and to advancing the values and goals of diversity, equity, inclusion, and accessibility.

To achieve its mission, the Redwoods Community College District follows the mission of the California Community College System as determined by the State Legislature.

REDWOODS COMMUNITY COLLEGE DISTRICT

FINAL BUDGET 2024-2025

CR PHILOSOPHY (BP 1201)

The primary goal of the Board of Trustees, the faculty, staff and administration is to fulfill the mission adopted by the State of California for community colleges, effectively manage the resources provided by the taxpayers, and build mutually-beneficial partnerships with the community and business and industry.

The College is committed to a broad range of educational opportunities, along with support services that will enable students to attain their academic and personal goals. The Board of Trustees, faculty, staff and administrators have the responsibility to provide and support educational offerings of the highest quality and value to students and to the community.

The Board of Trustees affirms that:

The College will ensure that the curriculum is current and relevant, and will employ well-qualified faculty and staff;

Achieving, respecting and embracing diversity within the student body, faculty, and staff will be of high importance;

Consistent with state legislation, the College will apply the principles of collegial consultation, which is a decision-making process that is based on a fundamental belief in the value of all opinions, as well as on an agreement to thoughtfully consider the point of view of all affected constituents;

The Board of Trustees acknowledges the role of faculty, staff and students in the collegial consultative process, as specified under Title 5. An agreement between the Board and the Academic Senate appears in Administrative Procedure 2520;

The Board of Trustees is committed to fostering a climate of academic freedom and collegiality; and

Professional development through special learning opportunities, sabbatical leaves, conferences, workshops and internal leadership opportunities for all staff will be supported and encouraged.

REDWOODS COMMUNITY COLLEGE DISTRICT

FINAL BUDGET 2024-2025

PRESIDENT'S MESSAGE

College of the Redwoods' budget is a demonstrable representation of the College's mission and strategic direction, our commitment to our employees, and an adherence to accreditation standards and eligibility standards. This budget is based on the best understandings at the time it was developed.

Thanks to the hard work of the College of the Redwoods administrative team, I am presenting this balanced budget to the Board of Trustees, college constituencies and our community. This budget provides the foundation for College of the Redwoods to continue playing an important role in the education and economic development of our service area.

The 2024-25 Final Budget Assumptions are:

2024-25 Estimated Student Centered Funding Formula Revenue;
1.07% COLA pass-through and regular step increases for permanent staff;
Managing salary costs through vacancy management and position inventory control; and
Transferring funds to the Child Development Center, the Shively Farm, OPEB, and to Debt Service.

Keith

Keith Flamer
President/Superintendent
College of the Redwoods

**REDWOODS COMMUNITY COLLEGE DISTRICT
FINAL BUDGET 2024-2025**

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REDWOODS COMMUNITY COLLEGE DISTRICT

2024-2025 FINAL BUDGET ASSUMPTIONS

Revenue

2024-25 Assuming SCFF Revenue

The State's actual Revenues have been coming in well under budgeted amounts, with 2022-23 and 2023-24 revenue collections lagging projections substantially. The decline has been compounded by the extended tax filing deadlines. As a result the State's enacted budget is based on an estimated \$45 billion budget deficit. Despite the economic outlook, the budget proposal includes no major reductions for Community Colleges and a 1.07% COLA for the SCFF and for select Categorical Programs, .5% for SCFF Growth, and a few one-time categorical dollars. To help balance out the impact of the underperforming revenues, the State's enacted budget depends upon the drawing down of reserves, the shifting of funds, and operational savings.

The Student Centered Funding Formula (SCFF) FTES, Student Success, and Supplemental rates increase with COLA. The updated rates have been incorporated into the SCFF calculator, along with projections for FTES, Student Success, and Supplemental counts. For years 2021-22 and 2022-23 College of the Redwoods had opted-in to the Emergency Conditions Allowance (ECA) for FTES. This means that 2019-20 FTES will be used for 2022-23 in the funded FTES calculation. The SCFF will utilize actual FTES in 2023-24 and 2024-25. Projected 2024-25 FTES is 3,781, or 100% restoration of 2019-20 FTES. Given these assumptions, estimated SCFF revenue is \$40,592,026. Hold Harmless is estimated to be \$34,935,039, and Prior-Year SCFF plus COLA is estimated to be \$39,765,668. Since SCFF Revenue is the highest, this is the revenue that will be assumed in the Redwoods Community College District's 2024-25 Final Budget.

2024-25 Estimated SCFF	\$	40,592,026
2024-25 Estimated Hold Harmless	\$	34,935,039
2024-25 Estimated Prior Year SCFF plus COLA	\$	39,765,668

The District is estimating that enrollment will continue to be restored in 2024-25, and is projecting 3% growth over 2019-20 FTES in 2025-26, with an additional 3% FTES increase in 2026-27 over prior year projections. These estimates are based on outreach, recruitment, and retention efforts, the development of new academic programs, and the addition of new athletic programs. As a result, SCFF revenue is assumed for both years in the Multi-Year Forecast.

2019-20 Actual FTES	3,781
2020-21 Actual FTES	2,749
2021-22 Actual Annual FTES	2,567
2022-23 Actual P2 FTES	3,104
2023-24 Target FTES	3,403
2024-25 Target FTES	3,781
2025-26 Target FTES	3,894
2026-27 Targat FTES	4,011

Expense

Salaries:

Permanent staff based on the 2024-25 position inventory and includes salary schedule advancement and a pass-through of the 1.07% COLA for all employee groups.

Associate faculty (AF) budget is an estimate based off of the 2024-25 academic schedule of classes, and includes increases for salary schedule advancement, COLA, and parity pay.

Temp/hourly staff based on an estimated need.

Benefits:

Permanent staff benefits include an estimated STRS of 19.1% and PERS of 27.05%. Health and welfare benefits include SISC medical, dental, and vision estimated rates for 2024-25.

Temporary/hourly staff benefits include an increase for STRS and PERS.

Fixed Expenses:

Fixed expenses include increases in some expenses such as electricity and water.

Other Operating:

There is no increase to Other Operating in order to help balance the budget.

Capital Outlay:

Capital Outlay includes \$100,000.

Transfers:

- Net transfers out
- o \$90,000 Child Development Center (\$90,000 for 2023-24)
 - o \$77,890 Shively Farm (\$77,720 for 2023-24)
 - o \$750,000 OPEB (May be diverted to Capital Outlay) (\$750,000 for 2023-24)
 - o \$500,000 Debt Service (\$500,000 for 2023-24)

REDWOODS COMMUNITY COLLEGE DISTRICT
FINAL BUDGET 2024-2025
UNRESTRICTED GENERAL FUND - SCFF
STATEMENT OF CHANGES IN FUND BALANCES

	ACTUAL 2022-2023	ESTIMATED ACTUALS 2023-2024	FINAL BUDGET SCFF 2024-2025
SOURCES OF FUNDS			
BEGINNING FUND BALANCE	\$ 6,228,617	\$ 9,266,394	\$ 7,223,268
REVENUES			
STATE APPORTIONMENT (1)	36,821,294	39,114,461	40,592,026
FEDERAL (2)	51,814	50,000	50,000
OTHER STATE (3)	2,256,679	1,568,225	1,846,806
OTHER LOCAL (4)	1,004,287	820,000	950,000
OTHER FINANCING SOURCES			
TOTAL REVENUE	40,134,074	41,552,686	43,438,832
TOTAL SOURCES	46,362,691	50,819,080	50,662,100
USE OF FUNDS			
SALARIES (5)	21,766,459	26,157,299	26,912,302
BENEFITS (6)	8,644,835	10,772,379	11,251,321
TOTAL SALARIES & BENEFITS	30,411,294	36,929,678	38,163,623
FIXED EXPENSES (7)	2,803,514	2,938,274	3,468,484
OTHER OPERATING (8)	2,350,166	2,113,140	2,442,934
CAPITAL OUTLAY	76,926	180,000	100,000
OTHER OUTGO	8	20,000	20,000
TOTAL OTHER EXPENSES	5,230,613	5,251,414	6,031,418
TOTAL USES	35,641,907	42,181,092	44,195,041
SOURCES OVER (UNDER) USES	10,720,784	8,637,988	6,467,059
TRANSFER IN (OUT) (9) (10)	(1,454,390)	(1,414,720)	(1,417,890)
ENDING FUND BALANCE	\$ 9,266,394	\$ 7,223,268	\$ 5,049,169
ENDING FUND PERCENT	25.0%	16.6%	11.1%

(1) 2024-25 revenue is based off a Student Centered Funding Formula calculator, including FTES, Supplemental, and Student Success metric estimates, and a 1.07% COLA increase for the rates. Total FTES is estimated to be 3,781, which reflects a 100% restoration of 2019-20 FTES levels. The calculator tabulates SCFF, Hold Harmless, and Prior Year SCFF plus COLA revenues. The highest of the three is the District's Total Computational Revenue (TCR). With the current assumptions, the SCFF calculation is the highest.

(2) Federal revenue includes Pell administrative allowance, Redwood National Parks In Lieu of Taxes, and Forest Reserve funds.

(3) The increase in Other State revenue is based off an estimated increase in Unrestricted Lottery.

(4) The increase in Other Local revenue is based off an estimated increase in Non-Resident Tuition.

(5) Permanent staff salaries include salary schedule advancement and a 1.07% COLA pass-through for all groups. Temporary staff salaries include increases for statutory and contractual obligations, including step and COLA for Associate Faculty as well as a 1% parity increase.

(6) Permanent staff health and welfare benefits include SISC medical, dental, and vision rates. For 2024-25 the estimated STRS rate is 19.1% and PERS is 27.05%. Associate faculty and temporary employee benefits include an increase for the STRS and PERS rates.

(7) Fixed expenses include increases in some expenses such as electricity and water.

(8) There is slight increase to the Other Operating budget.

(9) 2023-24 Planned Transfers -Annual transfers out to Child Development Center \$90,000, Shively Farm \$74,720, OPEB \$750,000, and \$500,000 to Debt Service.

(10) 2024-25 Planned Transfers -Annual transfers out to Child Development Center \$90,000, Shively Farm \$77,890, OPEB \$750,000, and \$500,000 to Debt Service.

REDWOODS COMMUNITY COLLEGE DISTRICT

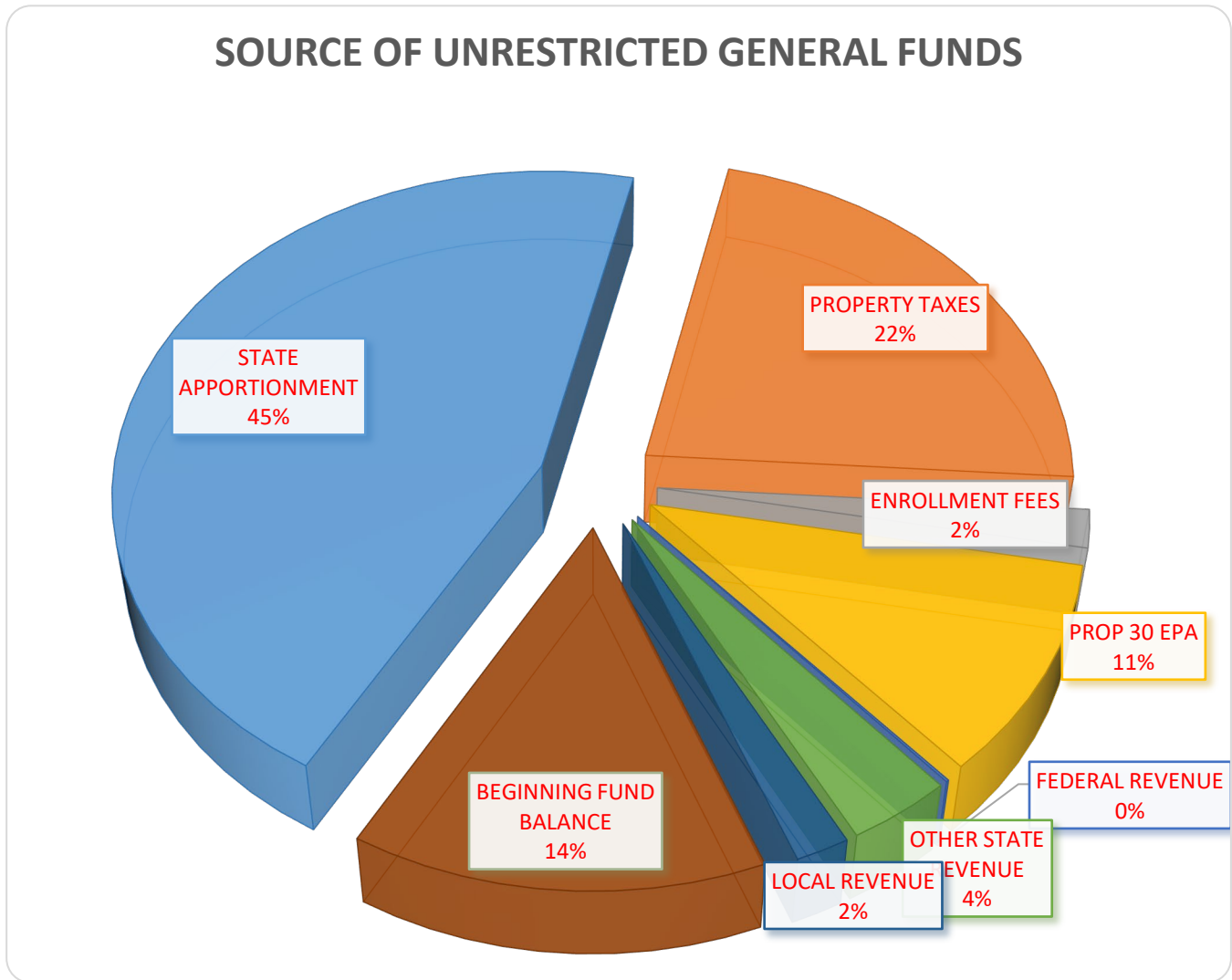
FINAL BUDGET 2024-2025

UNRESTRICTED GENERAL FUND - SCFF

STATEMENT OF REVENUES

	ACTUAL 2022-2023	ESTIMATED ACTUALS 2023-2024	FINAL BUDGET SCFF 2024-2025	% CHANGE
REVENUES:				
SCFF				
STATE APPORTIONMENT	\$ 19,716,775	\$ 19,945,291	\$ 22,460,002	12.6%
STATE SUBVENTIONS	450,644	-	450,000	
TOTAL	20,167,419	19,945,291	22,910,002	14.9%
PROPERTY TAXES				
SECURED	10,844,919	11,766,658	11,400,000	-3.1%
UNSECURED	426,990	-	-	
TOTAL TAXES	11,271,908	11,766,658	11,400,000	-3.1%
ENROLLMENT FEES	924,347	991,490	950,000	-4.2%
PROP 30 EPA	4,457,620	6,411,022	5,332,024	-16.8%
TOTAL SCFF REVENUE	36,821,294	39,114,461	40,592,026	3.8%
FEDERAL REVENUE	51,814	50,000	50,000	0.0%
STATE REVENUE				
CA STATE LOTTERY	832,954	749,949	722,171	-3.7%
OTHER REVENUE	1,423,725	818,276	1,124,635	37.4%
TOTAL STATE	2,256,679	1,568,225	1,846,806	17.8%
LOCAL REVENUE				
INTEREST	352,064	70,000	100,000	42.9%
NON-RESIDENT TUITION	529,475	480,000	650,000	35.4%
OTHER STUDENT CHARGES				
OTHER MISC. REVENUE	122,749	270,000	200,000	-25.9%
TOTAL LOCAL	1,004,287	820,000	950,000	15.9%
TOTAL REVENUE	\$ 40,134,074	\$ 41,552,686	\$ 43,438,832	4.5%

SOURCES CHART

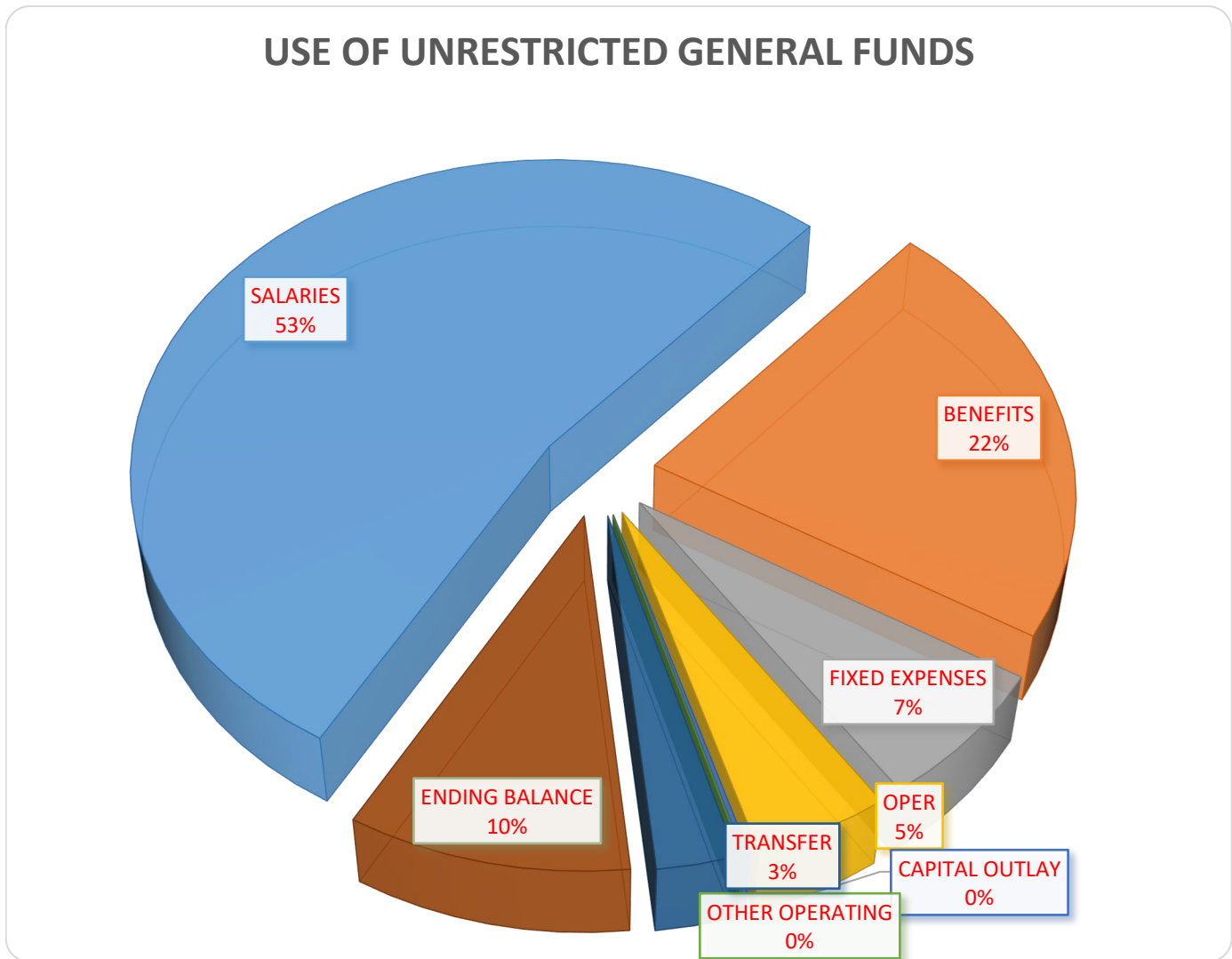


This chart shows all available sources, including revenue and beginning fund balance, for the 2024-25 Unrestricted General Fund Final Budget, and the proportion of total sources each individual source represents.

REDWOODS COMMUNITY COLLEGE DISTRICT
FINAL BUDGET 2024-2025
UNRESTRICTED GENERAL FUND
STATEMENT OF USES OF FUNDS

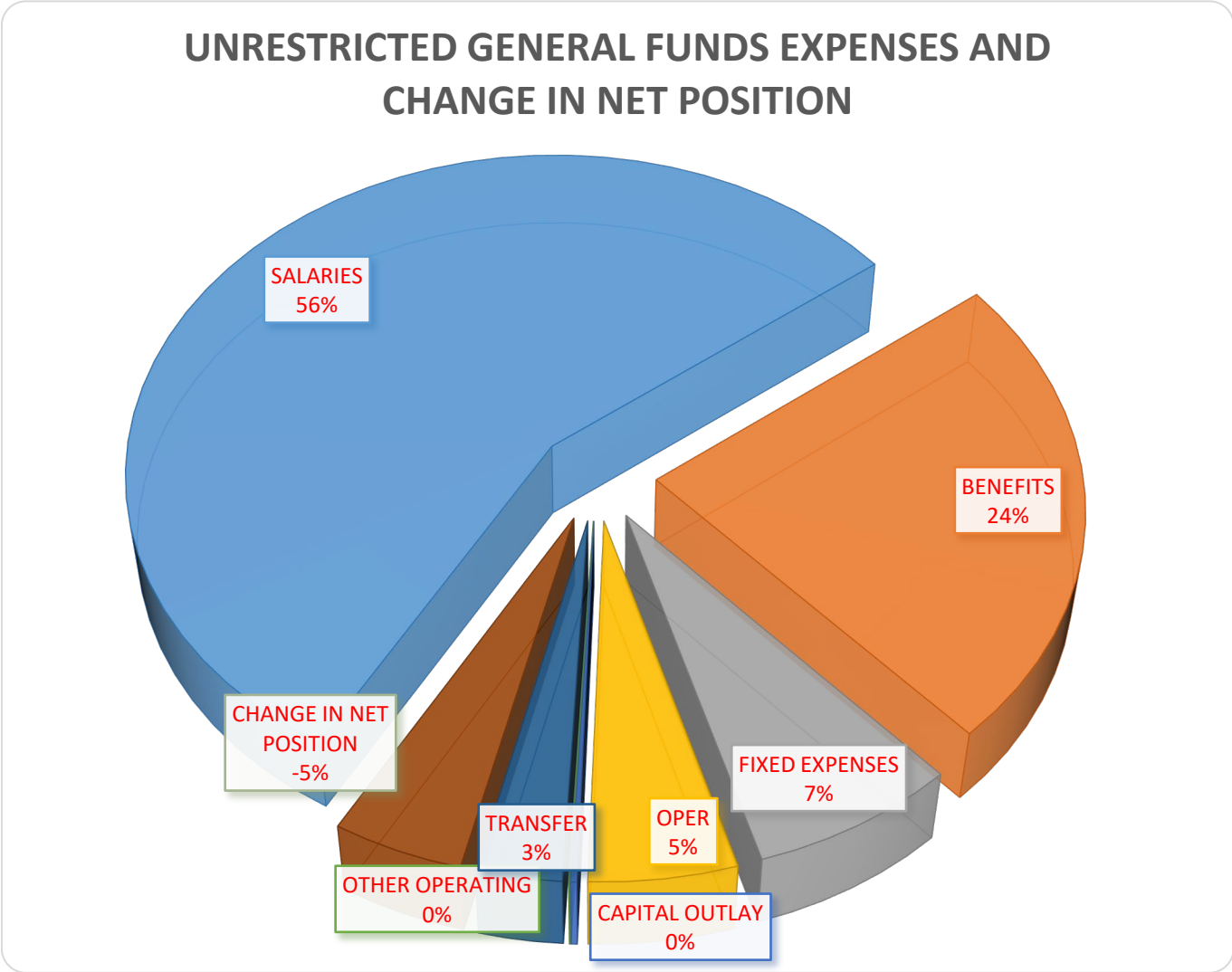
	ACTUAL 2022-2023	ESTIMATED ACTUALS 2023-2024	FINAL BUDGET SCFF 2024-2025	% CHANGE
USE OF FUNDS				
SALARIES	\$ 21,766,459	\$ 26,157,299	\$ 26,912,302	3%
BENEFITS	8,644,835	10,772,379	11,251,321	4%
TOTAL SALARIES & BENEFITS	30,411,294	36,929,678	38,163,623	3%
FIXED EXPENSES	2,803,514	2,938,274	3,468,484	18%
OTHER OPERATING	2,350,165	2,113,140	2,442,934	16%
CAPITAL OUTLAY	76,925	180,000	100,000	-44%
OTHER OUTGO	8	20,000	20,000	
TOTAL OTHER EXPENSES	5,230,612	5,251,414	6,031,418	15%
TOTAL USES	\$ 35,641,906	\$ 42,181,092	\$ 44,195,041	5%

USES CHART



This chart shows all uses, including expenses and ending fund balance, for the 2024-25 Unrestricted General Fund Final Budget, and the proportion of total uses each individual use represents.

EXPENSES AND CHANGE IN NET POSITION CHART



This chart shows all expenses and the change in net position for the 2024-25 Unrestricted General Fund Final Budget, and the proportion of total expenses each individual expense category represents. The change in net position is the amount by which the ending fund balance is estimated to increase or decrease. A positive change in net position means the fund balance will be increasing, while a negative amount indicates a decrease.

REDWOODS COMMUNITY COLLEGE DISTRICT

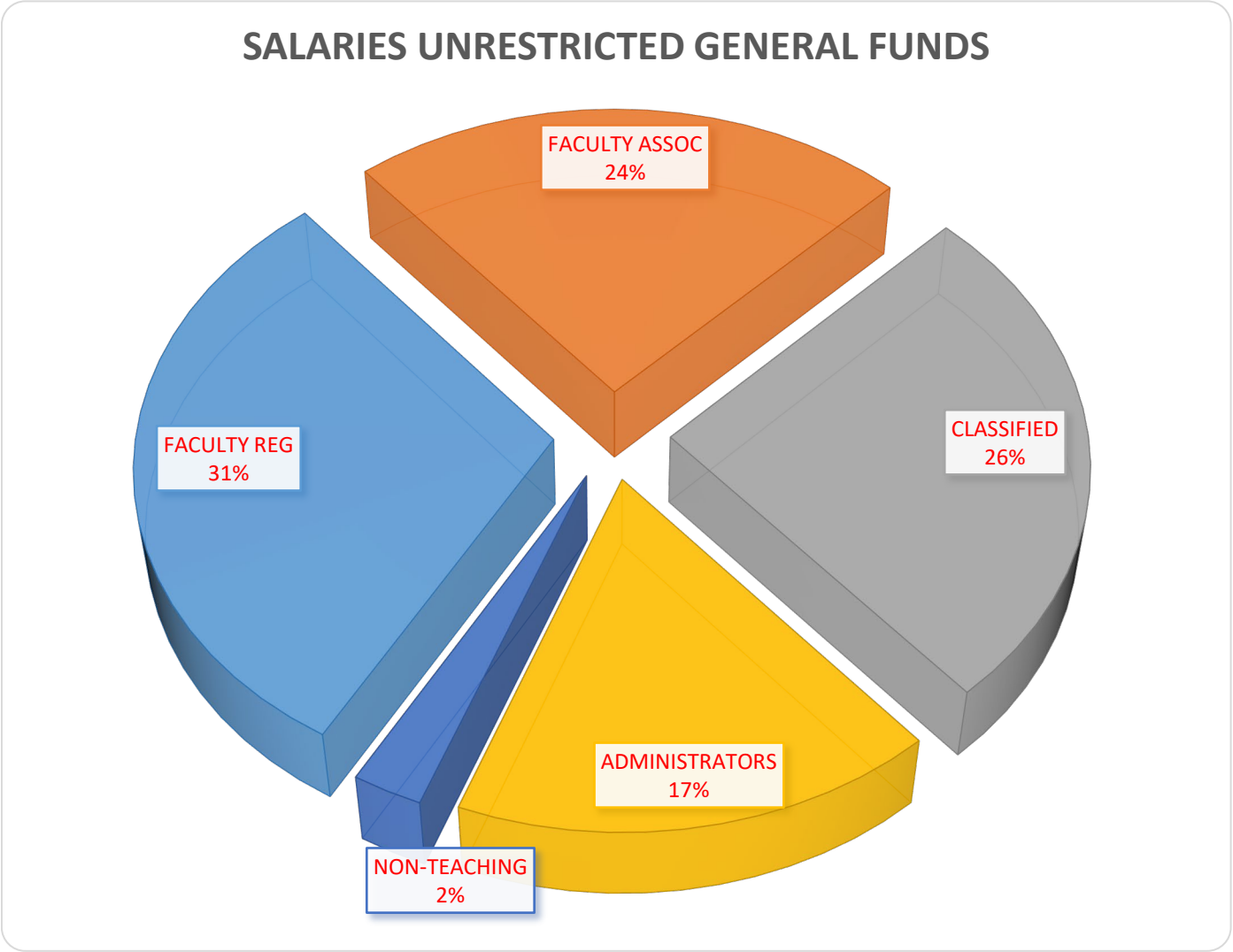
FINAL BUDGET 2024-2025

UNRESTRICTED GENERAL FUND

SALARY ANALYSIS

	ACTUAL	ESTIMATED	FINAL	
	2022-2023	ACTUALS	BUDGET	%
		2023-2024	SCFF	CHANGE
			2024-2025	
SALARIES				
FACULTY				
INSTRUCTORS-REGULAR	\$ 6,787,196	\$ 7,443,303	\$ 8,215,426	10.4%
ASSOCIATE INSTRUCTORS	5,826,004	7,109,503	6,373,513	-10.4%
NON-INSTRUCTORS-REGU.	154,731	193,536	493,720	155.1%
NON-INSTRUCTORS-HOURLY	171,787	169,000	184,000	8.9%
TOTAL FACULTY	12,939,718	14,915,342	15,266,659	2.4%
CLASSIFIED				
STAFF-REGULAR	4,166,427	5,185,885	5,519,196	6%
INSTRUCTIONAL-REGULAR	416,386	684,127	701,472	3%
HOURLY	495,756	781,066	749,871	-4%
OVERTIME	65,505	60,000	60,000	0%
TOTAL CLASSIFIED	5,144,073	6,711,078	7,030,539	5%
ADMINISTRATORS				
ACADEMIC	1,776,436	2,171,189	2,128,477	-2%
CLASSIFIED	1,906,232	2,359,690	2,486,627	5%
TOTAL ADMINSTRATORS	3,682,668	4,530,879	4,615,104	2%
TOTAL SALARIES	\$ 21,766,459	\$ 26,157,299	\$ 26,912,302	3%

SALARY CHART



This chart shows all salary expenses for the 2024-25 Unrestricted General Fund Final Budget, and the proportion of total salary expense each individual salary category represents.

**REDWOODS COMMUNITY COLLEGE DISTRICT
FINAL BUDGET 2024-2025**

**UNRESTRICTED GENERAL FUND
BENEFIT ANALYSIS**

	ACTUAL 2022-2023	ESTIMATED ACTUALS 2023-2024	FINAL BUDGET SCFF 2024-2025	% CHANGE
PUBLIC RETIREMENT				
STRS	\$ 2,087,737	\$ 2,500,086	\$ 2,449,307	-2%
PERS	1,788,345	\$ 2,384,113	\$ 2,690,611	13%
FICA/MEDICARE	939,105	\$ 1,133,153	\$ 1,218,404	8%
UNEMPLOYMENT	75,905	\$ 69,895	\$ 55,024	-21%
WORKERS COMP. INS	260,377	\$ 331,359	\$ 330,400	0%
HEALTH PROTECTION				
MEDICAL, DENTAL, VISION & DISABILITY	3,493,366	4,353,772	4,507,575	4%
BENEFITS, OTHER				
BENEFITS, TEMPORARY				
OTHER BENEFITS	-			
TOTAL OTHERS	-			
TOTAL BENEFITS	\$ 8,644,835	\$ 10,772,378	\$ 11,251,321	4%

REDWOODS COMMUNITY COLLEGE DISTRICT

FINAL BUDGET 2024-2025

UNRESTRICTED GENERAL FUND

FIXED EXPENSE ANALYSIS

	ACTUAL	ESTIMATED	FINAL	
	2022-2023	ACTUALS	BUDGET	%
		2023-2024	SCFF	CHANGE
			2024-2025	
FIXED EXPENSES				
UTILITIES				
ELECTRIC	\$ 512,718	\$ 517,722	\$ 810,000	56%
GAS	375,917	303,733	360,000	19%
TELEPHONE	54,506	58,321	60,160	3%
DISPOSAL SERVICE	55,063	52,800	64,330	22%
WATER	62,533	90,341	120,000	33%
INTERNET	2,736	8,000	8,000	0%
SEWER SERVICE	3,694	4,200	4,338	3%
LAUNDRY SERVICE	12,392	11,000	18,000	64%
	1,079,560	1,046,117	1,444,827	38%
SERVICES				
PROFESSIONAL SERVICES	503,384	621,157	651,157	5%
SOFTWARE MAINTENANCE	829,537	830,000	892,500	8%
INSURANCE	391,034	441,000	480,000	9%
	1,723,954	1,892,157	2,023,657	7%
TOTAL FIXED EXPENSES	\$ 2,803,514	\$ 2,938,274	\$ 3,468,484	18%

**REDWOODS COMMUNITY COLLEGE DISTRICT
FINAL BUDGET FORECAST THROUGH 2026-2027
UNRESTRICTED GENERAL FUND**

	FINAL BUDGET SCFF 2024-2025	BUDGET FORECAST SCFF 2025-2026	BUDGET FORECAST SCFF 2026-2027
SOURCES OF FUNDS			
BEGINNING FUND BALANCE	\$ 7,223,268	\$ 5,049,168	\$ 4,240,744
REVENUES			
STATE APPORTIONMENT (1)	40,592,026	41,932,728	43,440,238
FEDERAL	50,000	50,000	41,580
OTHER STATE (2)	1,846,806	2,000,000	2,100,000
OTHER LOCAL (3)	950,000	975,000	1,000,000
OTHER FINANCING SOURCES			
TOTAL REVENUE	43,438,832	44,957,728	46,581,818
TOTAL SOURCES	50,662,099	50,006,896	50,822,562
USE OF FUNDS			
SALARIES (4)	26,912,302	26,828,196	26,910,697
BENEFITS (5)	11,251,321	11,460,472	11,635,254
TOTAL SALARIES & BENEFITS	38,163,623	38,288,668	38,545,951
FIXED EXPENSES (6)	3,468,484	3,488,484	3,518,484
OTHER OPERATING (7)	2,442,934	2,500,000	2,550,000
CAPITAL OUTLAY	100,000	50,000	50,000
OTHER OUTGO	20,000	20,000	20,000
TOTAL OTHER EXPENSES	6,031,418	6,058,484	6,138,484
TOTAL USES	44,195,041	44,347,152	44,684,435
SOURCES OVER (UNDER) USES	6,467,058	5,659,744	6,138,127
TRANSFER IN (OUT) (8) (9) (10)	(1,417,890)	(1,419,000)	(1,420,000)
ENDING FUND BALANCE	\$ 5,049,168	\$ 4,240,744	\$ 4,718,127
ENDING FUND PERCENT	11.1%	9.3%	10.2%

(1) State apportionment revenues reflect an estimated 1.07% COLA in 2024-25, a 2.00% COLA in 2025-26, and a 2.00% COLA in 2026-27. For 2024-25, target FTES is 3,781, which represents 100% of 2019-20 FTES, and SCFF revenue is assumed. For 2025-26, target FTES is 3,894, which represents a 3% increase above 2019-20 FTES, and SCFF revenue is assumed. The target FTES for 2026-27 is 4,011 which represents a 3% increase above 2025-26 FTES. The assumed increases in FTES are based off outreach and retention efforts, etc.

(2) 2024-25 Other State revenue is based off of estimates, with minimal increases in 2025-26, and 2026-27.

(3) Other Local revenue includes an estimated increase in 2024-25 through 2026-27 due to minimal increases in the Non-Resident Tuition rate each year.

(4) Permanent staff salaries include salary schedule advancement and COLA pass-through for all groups for 2024-25 through 2026-27. Temporary staff salaries include increases for statutory and contractual obligations, including step and COLA for Associate Faculty and a 1% parity increase in each year 2024-25 through 2026-27.

(5) Permanent staff health and welfare benefits include SISC medical, dental, and vision rates. For 2024-25 the estimated STRS rate is 19.10% and PERS is 27.05%; in 2025-26 STRS is 21.20% and PERS 28.80%; and in 2026-27 the STRS rate is 21.2% and PERS is 28.8%. Associate faculty and temporary employee benefits include an increase for the STRS and

(6) Fixed expenses include increases in some expenses such as electricity, water, and software maintenance for 2024-25 through 2026-27.

(7) 2024-25 Other Operating expenses budget is slightly higher than that for 2023-24. Other Operating for 2025-26 and 2026-27 includes slight increases for each year.

(8) 2024-25 Planned Transfers -Annual transfers out to Child Development Center \$90,000, Shively Farm \$77,890, OPEB \$750,000, and \$500,000 to Debt Service.

(9) 2025-26 Planned Transfers -Annual transfers out to Child Development Center \$90,000, Shively Farm \$79,000, OPEB \$750,000, and \$500,000 to Debt Service.

REDWOODS COMMUNITY COLLEGE DISTRICT
FINAL BUDGET 2024-2025
RESTRICTED FUND

	<u>ACTUAL</u> <u>2022-2023</u>	<u>ESTIMATED</u> <u>ACTUALS</u> <u>2023-2024</u>	<u>FINAL</u> <u>BUDGET</u> <u>2024-2025</u>	<u>%</u> <u>CHANGE</u>
SOURCES OF FUNDS				
BEGINNING FUND BALANCE	\$ 186,259	\$ 187,307	\$ 350,454	
REVENUE				
FEDERAL SOURCES (1)	4,488,232	2,165,824	1,644,192	-24.08%
STATE SOURCES (1)	11,761,820	13,801,603	13,210,811	-4.28%
LOCAL SOURCES (1)	518,378	545,847	402,000	-26.35%
TRANSFERS IN	2,916	23,445	20,000	-14.69%
TOTAL SOURCES	<u>16,957,604</u>	<u>16,724,026</u>	<u>15,627,457</u>	<u>-6.56%</u>
USES OF FUNDS				
EXPENDITURES:				
STAFF SALARIES (2)	6,325,008	6,780,904	5,908,753	-12.86%
EMPLOYEE BENEFITS (2)	2,991,140	3,436,979	3,381,343	-1.62%
SUPPLIES & MATERIALS (3)	932,412	686,246	700,000	2.00%
SERVICES & OTHER OPERATING (3)	3,135,361	2,798,968	2,600,000	-7.11%
CAPITAL OUTLAY (3)	2,120,625	1,367,273	1,500,000	9.71%
OTHER OUTGO (3)	1,265,752	1,303,202	1,300,000	-0.25%
TOTAL EXPENDITURES	<u>16,770,297</u>	<u>16,373,572</u>	<u>15,390,096</u>	<u>-6.01%</u>
ENDING FUND BALANCE	<u>\$ 187,307</u>	<u>\$ 350,454</u>	<u>\$ 237,361</u>	

(1) 2024-25 Federal amounts based on allocations or are estimates generated from 2023-24 amounts. Local Revenue amounts are estimates generated from 2023-24 year-to-date figures with estimated increases in Parking and Health revenue. 2024-25 State Revenues are based on allocations as well as estimates.

(2) 2024-25 Salary and Benefit amounts come from the Position Inventory as well as Temporary Position Requests.

(3) 2024-25 Supplies, Materials, Services, Other Operating, Capital Outlay, and Other Outgo amounts are estimates based off prior years.

REDWOODS COMMUNITY COLLEGE DISTRICT
FINAL BUDGET 2024-2025
STUDENT FINANCIAL AID TRUST FUND

	ACTUAL 2022-2023	ESTIMATED ACTUALS 2023-2024	FINAL BUDGET 2024-2025	% CHANGE
SOURCES OF FUNDS				
REVENUE				
FEDERAL STUDENT FINANCIAL AID (1)	\$ 8,654,240	\$ 10,809,222	\$ 10,866,351	0.53%
STATE STUDENT FINANCIAL AID (1)	2,953,799	\$ 2,926,950	3,150,000	7.62%
TOTAL REVENUE	11,608,039	13,736,172	14,016,351	2.04%
USES OF FUNDS				
EXPENDITURES:				
STUDENT FINANCIAL AID	11,608,039	13,736,172	14,016,351	2.04%
TOTAL EXPENDITURES	\$ 11,608,039	\$ 13,736,172	\$ 14,016,351	2.04%

(1) 2024-25 Federal and State revenues are based on available federal and state award information.

REDWOODS COMMUNITY COLLEGE DISTRICT
FINAL BUDGET 2024-2025
DEBT SERVICE FUND

	<u>ACTUAL</u> <u>2022-2023</u>	<u>ESTIMATED</u> <u>ACTUALS</u> <u>2023-2024</u>	<u>FINAL</u> <u>BUDGET</u> <u>2024-2025</u>	<u>%</u> <u>CHANGE</u>
SOURCES OF FUNDS				
BEGINNING FUND BALANCE	\$ 4,053,017	\$ 4,888,908	\$ 5,152,494	
REVENUE				
LOCAL SOURCES (1)	3,443,523	3,546,828	3,653,233	3.00%
TRANSFER IN (2)	250,000	500,000	500,000	0.00%
TOTAL SOURCES	<u>7,746,540</u>	<u>8,935,736</u>	<u>8,805,727</u>	<u>-1.45%</u>
USES OF FUNDS				
USE OF FUNDS				
DEBT SERVICE-PRINCIPLE (3)	1,855,000	2,155,331	2,427,413	12.62%
DEBT SERVICE-INTEREST (3)	1,000,344	1,178,752	935,556	-20.63%
OTHER OPERATING EXP.	2,288	2,288	2,288	0.00%
TRANSFERS OUT (4)		446,870	457,413	2.36%
TOTAL USE OF FUNDS	<u>2,857,632</u>	<u>3,783,241</u>	<u>3,822,669</u>	<u>1.04%</u>
ENDING FUND BALANCE	<u>\$ 4,888,908</u>	<u>\$ 5,152,494</u>	<u>\$ 4,983,058</u>	

(1) 2024-25 Local revenue amounts assume a 3% increase from 2023-24 levels.

(2) The Transfers In are for the COP Debt Payment.

(3) Principal and Interest amounts are from the COP and Bond Debt Service Schedules for Series 2014 and Refunding Series 2023.

(4) Transfers out are for the payment of the COP Debt Service.

REDWOODS COMMUNITY COLLEGE DISTRICT

FINAL BUDGET 2024-2025

CHILD DEVELOPMENT FUND

	ACTUAL 2022-2023	ESTIMATED ACTUALS 2023-2024	FINAL BUDGET 2024-2025	% CHANGE
SOURCES OF FUNDS				
BEGINNING FUND BALANCE	\$ 78,406	\$ 4,338	\$ 2,729	
REVENUE				
FEDERAL SOURCES (1)	212,013	289,689	290,000	0.11%
STATE SOURCES (1)	924,730	1,028,673	1,078,673	4.86%
LOCAL SOURCES (1)	24,684	116,402	65,000	-44.16%
TRANSFERS IN	60,000	90,000	90,000	0.00%
TOTAL SOURCES	1,299,832	1,529,102	1,526,402	-0.18%
USES OF FUNDS				
EXPENDITURES:				
STAFF SALARIES (2)	610,384	760,680	761,170	0.06%
EMPLOYEE BENEFITS (2)	404,403	481,544	507,206	5.33%
SUPPLIES & MATERIALS (3)	94,670	161,156	112,000	-30.50%
SERVICES & OTHER OPERATING (3)	183,109	121,281	130,000	7.19%
CAPTIAL OUTLAY (3)	2,928	1,712	2,000	16.82%
TRANSFER OUT	-			
TOTAL EXPENDITURES	1,295,494	1,526,373	1,512,376	-0.92%
ENDING FUND BALANCE	\$ 4,338	\$ 2,729	\$ 14,026	

(1) 2024-25 Federal, State, and Local Revenue amounts are estimates generated from 2023-24 amounts.

(2) 2024-25 Salary and Benefit amounts come from the Position Inventory as well as Temporary Position Requests.

(3) 2024-25 Supplies, Materials, Services, Other Operating, Capital Outlay, and Other Outgo amounts are estimates based off prior years.

REDWOODS COMMUNITY COLLEGE DISTRICT
FINAL BUDGET 2024-2025
STUDENT FARM

	<u>ACTUAL</u> <u>2022-2023</u>	<u>ESTIMATED</u> <u>ACTUALS</u> <u>2023-2024</u>	<u>FINAL</u> <u>BUDGET</u> <u>2024-2025</u>	<u>%</u> <u>CHANGE</u>
SOURCES OF FUNDS				
BEGINNING FUND BALANCE	\$ 68,873	\$ 61,502	\$ 69,078	
REVENUE				
FEDERAL SOURCES				
STATE SOURCES				
LOCAL SOURCES (1)	83,667	70,828	73,000	3.07%
TRANSFERS IN (2)	25,603	74,720	77,890	4.24%
TOTAL SOURCES	<u>178,143</u>	<u>207,050</u>	<u>219,968</u>	<u>6.24%</u>
USES OF FUNDS				
EXPENDITURES:				
STAFF SALARIES (3)	34,371	46,987	51,032	8.61%
EMPLOYEE BENEFITS (3)	19,127	27,698	29,147	5.23%
SUPPLIES & MATERIALS (4)	31,912	39,086	29,500	-24.53%
SERVICES & OTHER OPERATING (4)	29,628	24,201	30,000	23.96%
CAPITAL OUTLAY	1,603	-	-	0.00%
STUDENT FINANCIAL AID	-	-	-	0.00%
TOTAL EXPENDITURES	<u>116,641</u>	<u>137,972</u>	<u>139,679</u>	<u>1.24%</u>
ENDING FUND BALANCE	<u>\$ 61,502</u>	<u>\$ 69,078</u>	<u>\$ 80,289</u>	

(1) 2024-25 Farm revenues are expected to increase slightly.

(2) 2024-25 Transfers in may decrease due to an estimated amount of support coming from the Cal Trans Grant.

(3) 2024-25 Salary and Benefit amounts come from the Position Inventory.

(4) Supplies, Materials, Services, and Other Operating are based on estimates.

REDWOODS COMMUNITY COLLEGE DISTRICT
FINAL BUDGET 2024-2025
OTHER SPECIAL REVENUE FUND

	<u>ACTUAL</u> <u>2022-2023</u>	<u>ESTIMATED</u> <u>ACTUALS</u> <u>2023-2024</u>	<u>FINAL</u> <u>BUDGET</u> <u>2024-2025</u>	<u>%</u> <u>CHANGE</u>
SOURCES OF FUNDS				
BEGINNING FUND BALANCE	\$ 344,691	\$ 403,266	\$ 334,539	
REVENUE				
LOCAL SOURCES (1)	454,458	493,109	505,000	2.41%
TRANSFERS IN (2)	247,493	50,000	50,000	0.00%
TOTAL SOURCES	<u>1,046,642</u>	<u>946,375</u>	<u>889,539</u>	<u>-6.01%</u>
USES OF FUNDS				
EXPENDITURES:				
STAFF SALARIES (3)	292,089	280,073	278,530	-0.55%
EMPLOYEE BENEFITS (3)	174,107	152,856	142,632	-6.69%
SUPPLIES & MATERIALS (43)	33,613	31,583	50,000	58.31%
SERVICES & OTHER OPERATING (4)	143,567	127,367	200,000	57.03%
CAPITAL OUTLAY	-	19,957	6,500	
TRANSFER OUT	-	-	-	
TOTAL EXPENDITURES	<u>643,376</u>	<u>611,836</u>	<u>677,662</u>	<u>10.76%</u>
ENDING FUND BALANCE	<u>\$ 403,266</u>	<u>\$ 334,539</u>	<u>\$ 211,877</u>	

(1) 2024-25 Revenues include an small estimated increase in student housing revenue.

(2) 2022-23 Transfers in include support from the Unrestricted General Fund.

(3) 2024-25 Salary and Benefit amounts come from the Position Inventory as well as Temporary Position Requests.

(4) 2024-25 Supplies, Materials, Services, and Other Operating amounts are estimates based off prior years.

REDWOODS COMMUNITY COLLEGE DISTRICT
FINAL BUDGET 2024-2025
CAPITAL PROJECT FUNDS

	<u>ACTUAL</u> <u>2022-2023</u>	<u>ESTIMATED</u> <u>ACTUALS</u> <u>2023-2024</u>	<u>FINAL</u> <u>BUDGET</u> <u>2024-2025</u>	<u>%</u> <u>CHANGE</u>
SOURCES OF FUNDS				
BEGINNING FUND BALANCE	\$ 3,512,427	\$ 2,060,130	\$ 3,316,363	
REVENUE				
STATE SOURCES (1)	18,428,771	1,924,762	20,000,000	939.09%
LOCAL SOURCES (2)	79,265	321,402	320,000	-0.44%
FINANCING/TRANSFERS IN	174,026	8,434,347	457,413	-94.58%
TOTAL SOURCES	<u>22,194,489</u>	<u>12,740,640</u>	<u>24,093,776</u>	<u>89.11%</u>
USES OF FUNDS				
EXPENDITURES:				
SALARIES	-	-	-	
BENEFITS	-	-	-	
SUPPLIES & MATERIALS (3)	-	-	-	
SERVICES & OTHER OPERATING (2)	20,109,747	6,513,477	15,000,000	130.29%
CAPITAL OUTLAY	586	1,735,862	7,500,000	332.06%
OTHER OUTGO (4)	24,026	1,174,938	457,413	
TOTAL EXPENDITURES	<u>20,134,359</u>	<u>9,424,277</u>	<u>22,957,413</u>	<u>143.60%</u>
ENDING FUND BALANCE	<u>\$ 2,060,130</u>	<u>\$ 3,316,363</u>	<u>\$ 1,136,363</u>	

(1) 2024-25 State Revenues include an estimated increase due to the continued Community Stadium Upgrade project and the beginning of the Physical Education construction phase, as well as Cal Poly/ CR Healthcare Education Hub work.

(2) 2024-25 Local Revenues include an estimate for interest income.

(3) 2024-25 Supplies, Materials, Services, Other Operating, and Capital Outlay amounts are estimates based off expected Local and State funded Capital Project activity.

REDWOODS COMMUNITY COLLEGE DISTRICT
FINAL BUDGET 2024-2025
ENTERPRISE FUNDS

	<u>ACTUAL</u> <u>2022-2023</u>	<u>ESTIMATED</u> <u>ACTUALS</u> <u>2023-2024</u>	<u>FINAL</u> <u>BUDGET</u> <u>2024-2025</u>	<u>%</u> <u>CHANGE</u>
SOURCES OF FUNDS				
BEGINNING FUND BALANCE	\$ 1,189,708	\$ 1,385,712	\$ 1,141,795	
REVENUE				
LOCAL SOURCES (1)	1,400,831	889,047	900,000	1.23%
TRANSFERS IN (2)	17,262	19,900	20,000	0.50%
TOTAL SOURCES	<u>2,607,801</u>	<u>2,294,659</u>	<u>2,041,795</u>	<u>-11.02%</u>
USES OF FUNDS				
EXPENDITURES:				
SALARIES (2)	494,105	503,670	506,383	0.54%
BENEFITS (2)	164,205	176,335	178,597	1.28%
SUPPLIES & MATERIALS (3)	67,326	37,182	50,000	34.48%
SERVICES & OTHER OPERATING (3)	142,041	130,626	150,000	14.83%
CAPITAL OUTLAY (3)	354,413	305,051	300,000	-1.66%
OTHER OUTGO (3)	-	-	-	
TOTAL EXPENDITURES	<u>1,222,091</u>	<u>1,152,864</u>	<u>1,184,980</u>	<u>2.79%</u>
ENDING FUND BALANCE	<u>\$ 1,385,712</u>	<u>\$ 1,141,795</u>	<u>\$ 856,815</u>	

(1) 2024-25 Revenues include an estimated increase for Dining Services.

(2) 2022-23 Transfers in include Unrestricted General Fund support for the Bookstore.

(3) 2024-25 Salary and Benefit amounts come from the Position Inventory as well as Temporary Position Requests.

(4) 2024-25 Supplies, Materials, Services, Other Operating, and Capital Outlay amounts are estimates as per projected Bookstore, Dining Services, Workforce and Community Education, and Student House Project activity.

REDWOODS COMMUNITY COLLEGE DISTRICT
FINAL BUDGET 2024-2025
EMPLOYEE BENEFIT TRUST

	<u>ACTUAL</u> <u>2022-2023</u>	<u>ESTIMATED</u> <u>ACTUALS</u> <u>2023-2024</u>	<u>FINAL</u> <u>BUDGET</u> <u>2024-2025</u>	<u>%</u> <u>CHANGE</u>
SOURCES OF FUNDS				
BEGINNING FUND BALANCE	\$ 3,025,843	\$ 3,278,465	\$ 2,708,025	
REVENUE				
LOCAL SOURCES (1)	154,084	108,237	110,000	1.63%
TRANSFERS IN	766,500	-	750,000	
TOTAL SOURCES	<u>3,946,427</u>	<u>3,386,702</u>	<u>3,568,025</u>	<u>5.35%</u>
USES OF FUNDS				
EXPENDITURES:				
RETIREE BENEFITS (2)	667,963	678,677	694,800	2.38%
ENDING FUND BALANCE	<u>\$ 3,278,465</u>	<u>\$ 2,708,025</u>	<u>\$ 2,873,225</u>	

(1) Local Sources include a transfer in from the unrestricted general fund and monthly employer contributions. The transfer in for 2022-23 was \$750,000, and the planned transfer in for 2023-24 and 2024-25 is \$750,000, however the funds may be used for the Community Stadium Upgrade project if needed.

(2) 2024-25 Retiree Benefits includes an increase to account for newly eligible retirees and H&W rate increases slightly offset by those retirees who will no longer be eligible.

REDWOODS CUMMUNITY COLLEGE DISTRICT
FINAL BUDGET 2024-2025
PENSION CONTRIBUTION FUND

	<u>ACTUAL</u> <u>2022-2023</u>	<u>ESTIMATED</u> <u>ACTUALS</u> <u>2023-2024</u>	<u>FINAL</u> <u>BUDGET</u> <u>2024-2025</u>	<u>%</u> <u>CHANGE</u>
SOURCES OF FUNDS				
BEGINNING FUND BALANCE	\$ 500,000	\$ 507,101	\$ 508,085	
REVENUE				
LOCAL SOURCES (1)	7,101	984	1,000	
TRANSFER - IN	-	-	-	
TOTAL SOURCES	<u>507,101</u>	<u>508,085</u>	<u>509,085</u>	
USES OF FUNDS				
EXPENDITURES:				
EMPLOYEE BENEFITS				
TRANSFER OUT	-	-	-	
ENDING FUND BALANCE	<u>\$ 507,101</u>	<u>\$ 508,085</u>	<u>\$ 509,085</u>	

(1) Local Sources represent interest earned in the County Treasury.

REDWOODS COMMUNITY COLLEGE DISTRICT
FINAL BUDGET 2024-2025
ASSOCIATED STUDENT ORGANIZATION

	<u>ACTUAL</u> <u>2022-2023</u>	<u>ESTIMATED</u> <u>ACTUALS</u> <u>2023-2024</u>	<u>FINAL</u> <u>BUDGET</u> <u>2024-2025</u>	<u>%</u> <u>CHANGE</u>
SOURCES OF FUNDS				
BEGINNING FUND BALANCE	\$ 426,407	\$ 416,957	\$ 346,230	
REVENUE				
LOCAL SOURCES (1)	100,559	96,158	100,966	5.00%
TOTAL SOURCES	<u>526,966</u>	<u>513,115</u>	<u>447,196</u>	<u>-12.85%</u>
USES OF FUNDS				
EXPENDITURES:				
SALARIES (2)	32,762	36,863	37,000	0.37%
BENEFITS (2)	3,011	3,595	3,650	1.53%
SUPPLIES & MATERIALS (3)	19,449	29,126	20,000	-31.33%
SERVICES & OTHER OPERATIONS (3)	37,431	26,039	30,000	15.21%
CAPITAL OUTLAY (3)	11,895	68,262	15,000	
OTHER OUTGO (3)	5,461	3,000	5,000	
TOTAL EXPENDITURES	<u>110,009</u>	<u>166,885</u>	<u>110,650</u>	<u>-33.70%</u>
ENDING FUND BALANCE	<u>\$ 416,957</u>	<u>\$ 346,230</u>	<u>\$ 336,546</u>	

(1) 2024-25 Revenue includes an increase based off of enrollment increases.

(2) 2024-25 Salary and Benefit amounts come from Temporary Position Requests.

(3) 2024-25 Supplies, Materials, Services, Other Operating, Capital Outlay, and Other Outgo amounts are estimates based off prior years.

SUBFUND CODES

SUBFUND DESCRIPTIONS	SUBFUND CODES
UNRESTRICTED GENERAL FUND	11000-11009
RESTRICTED GENERAL FUND	11010-11078
STUDENT FINANCIAL AID TRUST FUND	174xx
DEBT SERVICE FUND	121xx
CHILD DEVELOPMENT FUND	133xx
STUDENT FARM	134xx
OTHER SP REVENUE FUND	139xx
CAPITAL PROJECTS FUND	141xx
ENTERPRISE FUND	15100, 15200, 159xx
ASSOCIATED STUDENT ORGANIZATION	171xx-172xx
EMPLOYEE BENEFIT TRUST	178xx
PENSION CONTRIBUTION RESERVE	179xx

REVENUE AND EXPENSE OBJECT CODES

REVENUES:

STATE APPORTIONMENT

OBJECT CODE

48611

STATE SUBVENTIONS

48671, 48672

PROPERTY TAXES

SECURED

48811, 48812, 48814, 48816, 48817, 48818, 48819

UNSECURED

48813, 48815

ENROLLMENT FEES

48874

SB 361 PROP 30

48630

FEDERAL REVENUE

48100-48199

STATE REVENUE

CA STATE LOTTERY

48681

OTHER REVENUE

48600-48699

LOCAL REVENUE

INTEREST

48860

NON-RESIDENT TUITION

48880

OTHER MISC. REVENUE

48820-48899

EXPENSES

OBJECT CODE

SALARIES

FACULTY

INSTRUCTORS-REGULAR

511xx

ASSOCIATE INSTRUCTORS

513xx

NON-INSTRUCTORS-REG.

51208-51282

NON-INSTRUCTORS-HOURLY

514xx

CLASSIFIED

STAFF-REGULAR

52120-52180

INSTRUCTIONAL-REGULAR

522xx

HOURLY

52315-52385 & 524xx

OVERTIME

52387-52388

ADMINISTRATORS

ACADEMIC

51201

CLASSIFIED

52110-52115

BENEFITS

STRS

531xx

PERS

532xx

FICA/MEDICARE

533xx

UNEMPLOYMENT

535xx

WORKERS COMP. INS	536xx
MEDICAL, DENTAL, VISION	534xx
BENEFITS, TEMPORARY	53xxx

FIXED EXPENSES

UTILITIES

ELECTRIC	55503
GAS	55502
TELEPHONE	55504
DISPOSAL SERVICE	55510
WATER	55501
INTERNET	55530
SEWER SERVICE	55505
LAUNDRY SERVICE	55520

SERVICES

PROFESSIONAL SERVICES	55170, 55325, 55621, 55701, 55703, 55720
SOFTWARE MAINTENANCE	55641
INSURANCE	55400

OTHER OPERATING

SUPPLIES AND MATERIALS	54xxx
SERVICES AND OTHER OPERATING	55xxx

CAPITAL OUTLAY	56xxx
OTHER OUTGO	57xxx



Appendix F

Instructional Service Agreement

REDWOODS COMMUNITY COLLEGE DISTRICT
7351 TOMPKINS HILL RD
EUREKA, CA 95501

INSTRUCTIONAL SERVICE AGREEMENT

This Instructional Service Agreement ("Agreement") is between the Redwoods Community College District ("District"), and the Humboldt County Fire Instructors Association, HCFIA ("Contractor"), for the provision of certain instructional services within the State of California.

BACKGROUND

- A. The District has conducted a job market study of the labor market area, and has determined that the results justify the proposed vocational education program Fire Technology. (California Education Code, Section 78015)
- B. The District may enter into a cooperative instructional service agreement with a public or private agency for the purpose of providing instruction and training.
- C. Contractor and District desire to enter into a mutually beneficial agreement under which Contractor will provide the instruction, facilities, and equipment for some of the College's educational courses. College will, in turn, provide those in the course ("Students") with college credit for the successful completion of the courses under the terms specified in this Agreement.

AGREEMENT

The parties agree as follows:

- 1. **Duration.** This Agreement shall be effective on January 1st, 2025, **or upon the date that the final required signature is obtained by the District, whichever occurs later**, and shall expire on January 1st, 2026, unless terminated under Paragraph 6, or renewed through a written amendment issued under Paragraph 12.
- 2. **District and College Responsibilities.**
 - 2.1. College is responsible for the education programs under this agreement.
 - 2.2. College shall offer the approved educational courses identified in the **Attachment A** to this Agreement ("Courses") to be taught, supervised, and administer through the Contractor in accordance with the Courses outlined of record provided in Attachment A to this Agreement.
 - 2.3. College shall provide a coordinator to work with the Contractor for all Courses taught through the Contractor ("Co-Director").
 - 2.4. College shall provide Students ancillary and support services including, but not limited to, counseling and guidance, placement assistance, and assessment tutoring.
 - 2.5. College shall be responsible for registering the Students for the Courses.
 - 2.5.1. Each student taking a course must be registered at the beginning of the course.
 - 2.5.2. College shall advise each Student at the time the Student enrolls of the specific tuition and fees charged by the College for the Courses.
 - 2.5.3. College must receive a completed student registration form for each Student before the College will record the Student as enrolled in each course.

- 2.5.4. College will open enrollment in Courses to any person who has been admitted to the College and has met any applicable prerequisites.
- 2.6. District certified that it will not receive full compensation for the direct education costs of the Courses from any public or private agency, individual or group.
3. **Contractor Responsibilities.**
- 3.1. Contractor shall provide instructors for the Courses. The instructors directly teaching in the classroom shall at all times during this Agreement meet the standards established by District for its faculty teaching the same curriculum, as specified in Attachment B to this Agreement. This includes providing instructors that meet the minimum qualifications as determined by the course requirements set by State fire training or AHJ. Instructors shall not be considered adjunct faculty for the District, and shall not be entitled to any of the benefits to which adjunct faculty are entitled. Each instructor furnished by the Contractor shall execute an individual written contract with the District as provided in Attachment C to this Agreement.
- 3.2. Contractor shall locate the site for the Courses in facilities that are appropriate to the needs of specific programs and the Districts standards and which are open to the general public.
- 3.3. Contractor shall provide equipment, supplies, and materials as required for the Courses.
- 3.4. Contractor shall provide instruction, supervision, and evaluation of Students in accordance with District policies, procedures and accreditation requirements of the District.
- 3.5. Contractor shall provide Students ancillary and support services including, but not limited to, counseling and guidance, placement assistance, and assessment tutoring.
- 3.6. Contractor shall cooperate with the College to ensure that all instructors, equipment and materials used in carrying out its responsibilities under this Agreement conform to the California Education Code and California Code of Regulations Title 5 mandated standards governing instructional programs.
- 3.7. Because Contractor is potentially teaching College credit course, the federal Family Educational Rights and Privacy Act of 1974 applies and Contractor is required to comply with it concerning the Students in the Courses. Contractor shall not provide student roster lists or any educational records such as grades and Social Security numbers, about those Students to any person unless the Student expressly authorizes College to disclose such information.
- 3.8. Contractor shall advise each instructor, before teaching any course covered by this Agreement, about the requirements of this Agreement, and particularly those set forth in Paragraph 3.7.
- 3.9. Contractor instructors shall grade Students according to standards of District. Contractor shall return to the College, within fourteen (14) days after completion of each Course, the final grade sheets and the rosters of Students:
- 3.9.1. Whose attendance meets District's requirements for summer, short term, or full semester courses, whichever is applicable;
- 3.9.2. Who did not withdraw or should have been withdrawn under Districts' withdrawal policies; and
- 3.9.3. Who would not have been entitled to a refund under District's refund policy.
- 3.10. Contractor shall maintain records of student attendance and achievement, and such records shall be available for review at all times by College officials and shall be submitted to College on a schedule developed by the College.
- 3.11. Contractor certifies that it will not receive full compensation for the instructional activity to be conducted under this Agreement from any public or private agency, individual or group.

4. **Evaluation of Curriculum, Coursework and Instruction.**
 - 4.1. The Courses shall be approved by the College's curriculum committee, the District's Board of Trustees, and the State Chancellor's Office and shall be described in a course outline of record.
 - 4.2. College shall evaluate the curriculum, coursework, and instructional services on an on-going basis to assure that they each meet the criteria for receiving College credit. All curriculum, coursework, and instruction is under the immediate supervision and control of the College.
5. **Billing for Tuition, Facilities and Instructional Services.**
 - 5.1. College shall invoice Contractor upon completion of week two of a course for applicable student enrollment, campus center and health fees.
 - 5.2. Contractor shall invoice College and College shall pay for each Course's instructional services as follows: **\$4.00 per student instructional hour** that is eligible for state general appointment.
 - 5.3. College shall pay Contractor upon submission of valid invoices within 45 days after the end of each course.
 - 5.4. Under no circumstances may the Contractor charge students any fees above and beyond the enrollment fee authorized by Education Code section 76300, and/or any other fees not specifically authorized by law. (Title 5, California Code of Regulations, Section 51012)
6. **Termination.** Either party may terminate this Agreement by giving a thirty (30) day written notice of intent to terminate to the other party. Termination will not be effective until all the Courses in process on the date the notice is given have been completed.
7. **Indemnification.** To the fullest extent permitted by law, Contractor shall defend, indemnify, and hold harmless District, its officers, officials, agents, employees, and volunteers from and against all claims, damages, losses, and expenses (including but not limited to attorney fees and court costs) arising from the acts, errors, mistakes, omissions, work or serve of the Contractor, its agents, employees, or any tier of Contractor's subcontractors in the performance of this Agreement. The insurance requirements of this Agreement will not be construed as limiting the scope of this indemnification.
8. **Insurance.** The Contractor shall secure and maintain general liability insurance in amounts not less than \$1 million per occurrence, \$2 million aggregate with a \$2 million umbrella policy. Contractor shall name District as additional insured on an additionally insured endorsement form.
9. **Nondiscrimination / ADA.**
 - 9.1. Contractor shall not illegally discriminate in either the provision of services, or in employment, against any person because of sex, race, disability, national origin, veteran's status, sexual preference or religion. Contractor agrees to comply with all applicable federal and state laws, rules. Regulations, and executive orders relating to non-discrimination, affirmative action, and equal employment opportunity.
 - 9.2. Contractor's services and facilities shall comply with all applicable laws, including the Americans with Disabilities Act, relating to persons with disabilities.
10. **Governing Law.** This agreement shall be governed by the laws of the State of California.
11. **Funds Unavailable.** District may terminate this Agreement in future fiscal years if funds become unavailable for the programs that this Agreement supports.
12. **Amendment.** The parties may amend this Agreement only through a written amendment signed by representatives of each party who are authorized to sign contracts.
13. **Use of District/College Logo or Name.** Contractor may only use District's or the College's name or logo for the Courses subject to this Agreement and only with the prior written approval of District or College.

14. Contractor Professionalism.

14.1. Contractor shall, at all times during this Agreement, provide the services under this Agreement within the highest standards of its profession.

14.2. Contractor shall provide notice immediately to the District's Co-Director of any change in any license or certification required to perform the services. By signing this Agreement, Contractor certifies that it shall, at all times, maintain all applicable licenses or certifications.

14.3. Contractor certifies and warrants that the services it provides under this Agreement comply with all applicable laws, regulations, policies and with this Agreement.

15. Independent Contractor Certification. By signing this Agreement, Contractor certifies that it is an independent contractor. Contractor's employees or contractors shall not, at any time, be employees or contractors of District or College. Contractor shall be solely responsible for paying all applicable taxes and other governmental charges relating to its employees and contractors.

IN WITNESS WHEREOF, the parties enter into this Instructional Service Agreement Instructor Agreement as the date first written above.

**REDWOODS COMMUNITY COLLEGE
DISTRICT**

By: 
(Signature of person authorized to execute Contract.)

Name: **Crystal Morse**

Title: Vice President of Instruction & Student Development

Date: Jan 8, 2025

Recommended By:

By: 
Rory Johnson / Jan 8, 2025 12:01 PST

Name: **Rory Johnson**

Title: Dean, Career Education

Date: Jan 8, 2025

Recommended By:

By: 
Keith Flamer / Jan 8, 2025 13:26 PST

Name: **Keith Flamer**

Title: President

Date: Jan 8, 2025

CONTRACTOR

By: 
(Signature of person authorized to execute Contract.)

Name: **Kurt McCray**

Title: Unit Chief Humboldt Del Norte Unit

Date: Jan 8, 2025

Recommended By:

By: 
Troy Smith / Jan 8, 2025 12:05 PST

Name: **Troy Smith**

Title: HCFIA Chair

Date: Jan 8, 2025

Courses Offered under this Instructional Service Agreement can Include any of the following:

DRIVER/ OPERATOR 1A: EMERGENCY VEHICLE OPERATIONS
DRIVER/ OPERATOR 1B: PUMP OPERATIONS
COMPANY OFFICER 2A, HUMAN RESOURCE MANAGEMENT
COMPANY OFFICER 2B, GENERAL ADMINISTRATIVE FUNCTIONS
COMPANY OFFICER 2C, FIRE INSPECTIONS AND INVESTIGATIONS
COMPANY OFFICER 2D, ALL-RISK COMMAND OPERATIONS
COMPANY OFFICER 2E, WILDLAND INCIDENT OPERATIONS
CONTINUED PROFESSIONAL FIRE FIGHTER TRAINING
CHIEF FIRE OFFICER 3A: HUMAN RESOURCE MANAGEMENT FOR CHIEF FIRE OFFICERS
CHIEF FIRE OFFICER 3B: BUDGET AND FISCAL RESPONSIBILITIES FOR CHIEF FIRE OFFICERS
CHIEF FIRE OFFICER 3C: GENERAL ADMINISTRATION FUNCTIONS FOR CHIEF FIRE OFFICERS
CHIEF FIRE OFFICER 3D: COMMAND OF EXPANDING ALL-HAZARD INCIDENTS
CONFINED SPACE AWARENESS AND RESCUE
FIREFIGHTER SURVIVAL STRUCTURAL
HAZMAT FIRST RESPONDER OPERATIONS
INCIDENT COMMAND SYSTEM ICS-200
INCIDENT COMMAND SYSTEM ICS-300
INCIDENT COMMAND SYSTEM ICS-400
ROPE RESCUE AWARENESS AND OPERATIONS
RESCUE SYSTEMS 1
COMMON PASSENGER VEHICLE RESCUE TECHNICIAN
FIRE FIGHTER I ACADEMY
FIRE FIGHTER II ACADEMY
FIRE ACADEMY ORIENTATION
IFSAC/ PROBOARD FIRE FIGHTER I TESTING
BASIC PUMP OPERATIONS
FIRE CONTROL 1: BASIC FIRE CHEMISTRY
FIRE CONTROL 2: BASIC OPERATIONS-STRUCTURAL
FIRE CONTROL 3: STRUCTURAL FIRE TRAINING
FIRE CONTROL 4A: IGNITABLE LIQUIDS AND GASES AWARENESS/ OPERATIONS
FIRE CONTROL 4B: IGNITABLE LIQUIDS AND GASES TECHNICIAN
FIRE CONTROL 5: AIRCRAFT RESCUE AND FIRE FIGHTING
FIRE CONTROL 6: WILDLAND FIRE FIGHTING ESSENTIALS
FIRE CONTROL 7: WILDLAND FIRE FIGHTING
INSTRUCTOR 1: INSTRUCTIONAL METHODOLOGY
INSTRUCTOR 2: INSTRUCTIONAL DEVELOPMENT
INSTRUCTOR 3: INSTRUCTIONAL PROGRAM MANAGEMENT
PUBLIC SAFETY FIRST AID

CPR
REFRESHER TRAINING FOR FIRE FIGHTER I
S-130: FIRE FIGHTER TRAINING
S-131: FIRE FIGHTER TYPE I
S-190: INTRO TO WILDLAND FIRE BEHAVIOR
S-211: PORTABLE PUMPS AND WATER USE
S-219: FIRING OPERATIONS
S-290: INTERMEDIATE WILDLAND FIRE BEHAVIOR
S-330: TASK FORCE/ STRIKE TEAM LEADER
S-339: DIVISION/ GROUP SUPERVISOR
WILDLAND FIRE FIGHTER SAFETY AND SURVIVAL I
WILDLAND FIRE FIGHTER SAFETY AND SURVIVAL II
WILDLAND FIRE FIGHTER SAFETY AND SURVIVAL III
FI-110: WILDLAND FIRE OBSERVATIONS AND ORIGIN SCENE PROTECTION
FI-210: WILDLAND FIRE ORIGIN AND CAUSE DETERMINATION

**INSTRUCTIONAL SERVICE AGREEMENT
ATTACHMENT B
MINIMUM QUALIFICATIONS**

Instructors directly teaching in the classroom shall meet the Minimum Qualifications listed herein:

Fire Technology

Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

Minimum Qualifications for Faculty and Administrators in California Community Colleges.

**INSTRUCTIONAL SERVICE AGREEMENT
ATTACHMENT C
INSTRUCTOR AGREEMENT**

REDWOODS COMMUNITY COLLEGE DISTRICT

7351 TOMPKINS HILL RD
EUREKA, CA 95501

**INSTRUCTIONAL SERVICE AGREEMENT
INSTRUCTOR AGREEMENT**

This Instructional service agreement instructor agreement (hereinafter “Agreement”) is made and entered into the _____ day of _____, _____ (hereinafter “Effective Date”) by the Redwoods Community College District (hereinafter “District”) and _____ (hereinafter “ISA Instructor”) an employee of _____ (hereinafter "Contractor" or “agency”) who is being assigned to the DISTRICT on a part-time basis pursuant to Title 5, California Code of Regulations, Sections 58058 (b), and shall be an employee of the district on a limited basis during this part-time assignment pursuant to this Agreement.

RECITALS

WHEREAS, the District has conducted a job market study of the labor market area, and has, determined that the results justify the proposed vocational education program (Education Code section 78015); the degree and/or certificate program has been approved by the, State Chancellor's Office; the courses have been approved by the District's curriculum committee as meeting Title 5 course standards; and

WHEREAS, the District needs supervisory and instructional services with regard to instruction for classes offered for classes offered by the District in cooperation with the Contractor, subject to the terms and conditions set forth in the separate Instructional Service Agreement between the Contractor and the District; and

WHEREAS, the Contractor has the experience, training, equipment and other resources, and qualified staff necessary to provide training and Instruction in the area _____ to District students. Such training will be structured and designed to Qualify District students for job opportunities in the field of _____ and,

WHEREAS, the ISA Instructor agrees to be assigned to the District as an at-will and uncompensated temporary academic employee of the District to competently provide executive services with regard to supervision and/or instruction for classes offered by the District in cooperation with the Contractor; and,

WHEREAS, the authority for this Agreement includes Title 5, California Code of Regulations, Section 58058(b).

NOW, THEREFORE, the parties to this Agreement hereby agree as follows:

1. The ISA Instructor an employee of the Contractor who shall meet "Minimum Qualifications" for the academic position of ISA Instructor. as established by the District, and as determined by the District. The minimum qualifications are attached hereto as Exhibit A.
2. The ISA Instructor will provide: _____
3. The ISA Instructor is professionally trained and competent to provide the instructional services required by the District.
4. While the ISA Instructor is performing the required instructional services for the District, the ISA Instructor shall be under the direct control and direction of the District and shall be an at-will and uncompensated temporary academic employee of the district. The District retains the sole right to select, assign, evaluate, discipline and terminate the ISA Instructor at any time as related solely to the position of the ISA Instructor for the District as described herein.
5. The ISA Instructor shall at all time comply with the instructional requirements outlined in Title 5, California Code of Regulations, Sections 58055-58056, which require direct instruction by the ISA Instructor except in limited circumstances. The ISA Instructor's responsibilities and duties as an employee of the district shall include, but are not limited to, the following:
 - 5.1 Ensure that training time is expected in full compliance with the course objectives determined by the district.
 - 5.2 Ensure the safety and well-being of students.
 - 5.3 Ensure Instructor is in sufficient physical proximity and range of communication to provide line-of-sight instructional supervision and control of all students in the ISA Instructor's classes.
 - 5.4 Ensure the proper coordination of the delivery of the instruction.
 - 5.5 Ensure the immediate notification to the Co-director of a student drop date.
 - 5.6 Ensure the proper and timely assignment, scheduling and notification of facilitators.
 - 5.7 Ensure the complete, accurate, and timely evaluation of facilitators.
 - 5.8 Ensure regular attendance at periodic staff meetings with District employee who serves as Co-director
 - 5.9 Ensure that all handouts prepared or utilized by facilitators are appropriate prior to submitting them to the Co-director for approval.
 - 5.10 Ensure accurate and current daily student attendance records.

- 5.11 Ensure the effective use of instructional methods, technology, testing and remediation.
 - 5.12 Ensure the accurate calculation of final student grades and the prompt submission of them to the District within two weeks of course completion.
 - 5.13 Ensure that he/she does not have any other assigned duties during the instructional activity for which attendance is being claimed.
 - 5.14 Be familiar with and comply with all relevant District policies, rules and regulations, including but not limited, to those related to student safety, grading, attendance, sexual harassment and discrimination.
- 6. Any compensation required or allowed shall be provided by the Contractor in accordance with its established and standard practices.
 - 7. For purposes of indemnification and defense of any claims, actions or lawsuits, the ISA Instructor shall be considered an employee of the District only during those times when he/she is actually performing on behalf of the district the responsibilities and duties listed in this Agreement at the work place assigned by the District.
 - 8. The term of this agreement shall be for the period of the effective date through _____.
 - 9. This Agreement may be terminated at any time by the District within the sole and exclusive discretion of the District upon written notice to the ISA Instructor. This Agreement may be terminated upon thirty (30) days' prior written to District by the ISA Instructor within ISA Instructor's sole and exclusive discretion.

IN WITNESS WHEREOF, the parties enter into this Instructional Service Agreement Instructor Agreement as the date first written above.

**REDWOODS COMMUNITY COLLEGE
DISTRICT**

By: _____
(Signature of person authorized to execute
Contract.)
Name: _____
Title: _____
Date: _____

Approved by Redwoods Community College
District Instructional Services

By: _____
Name: _____
Title: _____
Date: _____

ISA INSTRUCTOR

By: _____
(Signature of person authorized to execute
Contract.)
Name: _____
Title: _____
Date: _____



Appendix G

MOU CAL Fire and RCCD

**Memorandum of Understanding
Between
Redwoods Community College District
and
Cal Fire Humboldt-Del Norte Unit**

Terms of the Agreement: July 1, 2024 through June 30, 2027

I. Purpose and Parties.

The purpose of this MOU is to document what each entity, Redwoods Community College District (RCCD) and CAL FIRE Humboldt-Del Norte Unit (HUU), will contribute towards the successful completion of the FT-121 course: Fire Fighter Academy.

II. Rates:

- RCCD will pay off duty and former fire agency personnel as subject matter experts at pay rates varying by educational background level and experience as follows.

Hourly Salary	\$35.00 per hr.	\$40.00 per hr.	\$45.00 per hr.	\$50.00 per hr.
Years of Professional Experience	2 to 3 years	3 to 4 years	5+	12+ years
State Fire Training Instructor Certification	No	No	Yes	Yes
Amount of Classroom Instruction	No Experience Required	Minimum 32 hours	Minimum 48 hours	Minimum 64 hours
Specific Subject Matter Training	Yes	Yes	Yes	Yes

- RCCD will be invoiced and charged from Humboldt Bay Fire \$300.00 per day for the use of the Hilfiker Training Facility (2 days of Structure Skills, and 2 days of SFT Firefighter Survival course) 4 days x \$300.00 per day = \$1200.00
- RCCD will be invoiced and students will be charged for State Fire Training (SFT) \$75.00 per student plus \$8.00 course fee for the Confined Space Awareness and the Firefighter Survival course. (30 students x \$75.00 = \$2,250.00 + \$8.00 = \$2,258.00 per course)
- RCCD will be invoiced and charged for State Fire Training (SFT) \$80.00 course fees for the Haz-Mat FRO course.

III. RCCD Responsibilities:

- Provide classroom, facilities, computers and audiovisual equipment.
- Advertising for the academy on internet, news flyers, etc.
- Recruitment and enrollment of students. Organize and arrange for student uniforms vendors, orientation meetings, student physicals, student's fit testing, deadlines for receiving student's information, and student information dispersal.
- Supply all structural and wildland¹ personal protective equipment (PPE), hose, non-engine equipment, SCBAs, etc. to be loaned to students for the duration of the academy.

- Assist in the organization of academy schedules. Scheduling for use of CAL FIRE and local government equipment and personnel to assist with the training.
- Posting grades, attendance and maintaining student information files.
- Maintain MOUs with local fire agencies for use of training facilities.
- Assist in the recruitment of former and present fire personnel (subject matter experts) to be used as instructors. Compile a list of interested personnel and subjects.
- Assist with providing a list of instructors with their subjects, one month prior to start of the academy. Instructors will provide a copy of any material(s) that they need for their subjects(s) at this time.
- Assist with ensuring that instructional aids plan and organize their subjects within given course objectives, time frames and dates. If for any reason they are not able to instruct the subject or portion of the subject, they will find a suitable replacement and notify the RCCD Fire Program Coordinator and HUU Training.
- Assist with enlisting and assigning on and off duty CAL FIRE employees, local government employees, etc., to sign up with RCCD as “Instructional Aids” / “Subject Matter Experts”. RCCD paperwork will be given to the personnel and must be returned to the RCCD Fire Program Coordinator prior to instructing. Time sheet completion is the instructor’s responsibility and must be turned into the RCCD Fire Program Coordinator by the 20th of each month or upon completion of their instructional time.

IV. HUU CAL FIRE Responsibilities:

- Provide one permanent on duty personnel to support the academy. (Fire Captain or Fire Apparatus Engineer)
- Assist in enlisting on and off duty CAL FIRE employees, local government employees, etc., to sign up with RCCD as “Instructional Aids” / “Subject Matter Experts.”
- Assist with ensuring that instructional aids plan and organize their subjects within given course objectives, time frames and dates. If for any reason they are not able to instruct the subject or portion of the subject, they will find a suitable replacement and notify the RCCD Fire Program Coordinator and HUU Training.
- When operationally feasible provide engines with crew to assist with course presentation, instruction, testing, demonstrations, etc., while understanding that the resource is available for dispatch.
- Provide the curriculum for the academy, quizzes / testing, and producing certificates. Provide Target Solutions accounts and training.

V. Term.

The parties intend for this MOU to become effective retroactively to July 1, 2024 and remain in effect until June 30, 2025. Either party may terminate this MOU with at least a sixty (60) days written notice to the other party of its intention to terminate this MOU.

VI. Privacy.

RCCD and HUU will comply with all state and federal education privacy laws and policies, including but not limited to, the California Education Code, the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). RCCD and HUU will not disclose any personally identifiable information to the other or to a third party except upon written consent of the participating adult learner or as otherwise permitted by law.

VII. Indemnity.

HUU agrees to defend, indemnify, and hold harmless RCCD (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of HUU, its director, agents, officers, or employees relating to HUU's duties and obligations described in this MOU or imposed by law.

RCCD agrees to defend, indemnify, and hold harmless HUU (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts of omission of RCCD, its director, agents, officers, or employees relating to RCCD's duties and obligations described in this MOU or imposed by law.

It is the intention of the parties that this section imposes on each party responsibility to the other for acts and omissions of their respective officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply.

VIII. Modification.

Any changes to this MOU must be agreed to in writing by both parties. Should changes in legislation or the State budget occur that necessitate revision of this MOU, HUU and RCCD shall meet to revise accordingly.

IX. Independent Agencies.

This MOU is by and between two independent agencies, RCCD and HUU, and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association between the two independent agencies. The parties shall be expected to independently comply with all relevant laws, including those regarding worker's compensation.

X. Nondiscrimination.

Any service provided by either party pursuant to this MOU shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

XI. Insurance.

Both parties shall maintain in full force Commercial Liability Insurance with limits of no less than \$1,000,000 per occurrence; \$2,000,000 aggregate. Such requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance coverage shall be furnished upon request by HUU or RCCD.

XII. Assignment and Successors.

Neither party may transfer or assign its rights or obligations under this MOU, in part or in whole. This MOU is binding on the heirs, successors, and permitted assigns of the parties hereto.

XIII. Choice of Law and Venue.

This MOU shall be governed by California law, and venue shall be in the County of Humboldt, California, and no other place.

XIV. Severability.

If any provision of this MOU is determined to be illegal, invalid, or unenforceable, in part or in whole, the remaining provisions, or portions of the MOU shall remain in full force and effect.

XV. Entire Agreement.

This MOU constitutes the final, complete, and exclusive statement of the terms of the agreement between the parties regarding the subject matter of this MOU and supersedes all prior written or oral understandings or agreements of the parties.

XVI. Waiver.

No waiver of a breach, failure of any condition, or any right or remedy contained in or granted by the provisions of this MOU shall be effective unless it is in writing and signed by the party waiving the breach, failure, right, or remedy. No waiver of any breach, failure, right, or remedy shall be deemed a waiver of any other breach, failure, right, or remedy, whether or not similar, nor shall any waiver constitute a continuing unless the writing so specifies.

XVII. Authorization.

Each Individual executing this MOU, or its counterpart, on behalf of the respective party, warrants that he/she is authorized to do so and that this MOU constitutes the legally binding obligation of the entity which he/she represents.

XVIII. Joint Representation.

Each party to this MOU has received a full written disclosure and understands that School and College Legal Services of California ("SCLS") provides legal services to each of the parties. Each party agrees that following such disclosure it consented in writing to joint legal representation by SCLS for the limited purpose of drafting/reviewing this MOU.

XIX. Execution of Agreement.

This MOU may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

Redwoods Community College District

Julia Morrison

Name

Vice President of Administrative Services

Title



Signature

Aug 30, 2024

Date

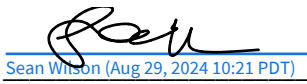
CAL FIRE Humboldt-Del Norte Unit

Sean Wilson

Name

Battalion chief

Title


Sean Wilson (Aug 29, 2024 10:21 PDT)

Signature

Aug 29, 2024

Date



Appendix H

Instructor Resumes

SEAN ROBERTSON

1610 Panorama Drive, Arcata CA 95521
(707) 599-5833 seanos2005@gmail.com

PROFESSIONAL EXPERIENCE

Humboldt Bay Fire

- Fire Chief 08/2018-present
- Battalion Chief – Head of Training Division 06/2012-08/2018

Eureka Fire Department

- Fire Captain II, Eureka Fire Department 04/2011-06/2012
- Fire Captain, Eureka Fire Department 06/2005-04/2011
- Fire Engineer, Eureka Fire Department 01/2002-06/2005
- Fire Fighter, Eureka Fire Department 08/1998-01/2002

California Department of Forestry and Fire Protection

- Seasonal Firefighter 06/1998-08/1998

Arcata Volunteer Fire Department

- Volunteer Firefighter 04/1996-08/1998

EDUCATION

Humboldt State University

- Bachelor of Arts, Anthropology, 2002

University of South Africa (UNISA)

- Commerce and Business Administration

PROFESSIONAL CERTIFICATIONS

California State Fire Marshal Certifications (CSFM)

- Firefighter 1 & 2
- Driver/Operator
- Registered Instructor
- Fire Officer
- Chief Officer

National Fire Academy

- Effective Leadership Skills for Fire and EMS Services R-0332
- Strategic Planning off-campus course
- Executive Fire Officer Certificate

National Wildfire Coordinating Group

- Strike Team Leader S-330 (currently trainee)

California Specialized Training Institute (CSTI)

- Hazardous Materials Specialist NBC/WMD Terrorism
- Hazardous Materials Instructor
- Hazardous Materials Assistant Safety Officer

Medic First Aid/CPR

- Instructor-Trainer

AdventureMed

- Wilderness First Aid Instructor

TEACHING EXPERIENCE**California State Fire Marshal Training Instructor Classes**

- Company Officer 2A, B, D
- Driver Operator 1A & B
- Assisted with Rope Rescue Ops, Rescue Systems 1, Confined Space Operations

California Specialized Training Institute HazMat Instructor Classes

- HazMat First Responder Awareness
- HazMat First Responder Operations
- HazMat First Responder Operations Decontamination
- HazMat Incident Commander

Humboldt Bay Fire Training Officer 2011-2018

- Managed training program including developing and instructing Firefighter, Engineer, and Captain Academies
- Developed annual and monthly training plans
- Coordinated all mandatory probationary, promotional, and department-need training
- Developed and facilitated all probationary firefighter and promotional testing

Humboldt Regional Occupational Program (HROP), Humboldt County Office of Education (HCOE)

- Firefighter I Academy Instructor 1998-2002

Medic First Aid

- CPR & First Aid Instructor, since 1996

AdventureMed

- Wilderness First Aid Instructor

RESEARCH/PUBLICATIONS

Robertson, S. (2018), Developing an Integrated Emergency Operations Center Plan for Humboldt Bay Fire, National Emergency Training Center Library, National Fire Academy, <https://www.usfa.fema.gov/library>.

Robertson, S. (2017), Evaluating a Flood Response Plan for the Eureka, CA Area, National Emergency Training Center Library, National Fire Academy, <https://www.usfa.fema.gov/library>.

Robertson, S. (2016), Developing a Method to Determine the Effectiveness of Humboldt Bay Fire Training Program, National Emergency Training Center Library, National Fire Academy, <https://www.usfa.fema.gov/library>.

RELEVANT CONSULTING WORK

Consultant, Arcata Fire Department Flood Response Plan, Greenway Partners, Arcata, CA., 2017

COMMUNITY ENGAGEMENT

- Humboldt County Fire Chiefs Association Representative, Measure Z Advisory Committee, Humboldt County Board of Supervisors, 2018-present
- Team Director & Head Coach, Humboldt Composite High School Mountain Bike Team, 2016-present
- Board Member, Redwood Coast Mountain Bike Association, 2015-present
- Board Member, Tri-Kids children's triathlon since 2011

PROFESSIONAL ASSOCIATION MEMBERSHIP

- California Fire Chiefs Association, 2018-present
- Fire Districts Association of California, 2018-present
- Humboldt County Fire Chiefs Association, 2018-present
- Humboldt County Fire Instructors Association, 2011-2018
 - President, 2015-2018
 - Vice President, 2012-2015

SELECTED GRANTS

- Community Grant, Coast Central Credit Union (2023), \$5,000
- Community Power Resiliency Grant (2021), California Office of Emergency Services, \$90,000
- Boating Safety and Enforcement Grant (2021), California Division of Boating and Waterways Safety, \$35,000
- Assistance to Firefighters Grant (2021), Federal Emergency Management Agency, \$67,000
- Disaster Recovery Covid-19 Grant (2021), Federal Emergency Management Agency, \$100,000
- Assistance to Firefighters Grant, Covid-19 Supplemental (2020), Federal Emergency Management Agency, \$22,000
- Rural EMS Training Grant (2020), SAM-HSA, \$181,000

SELECTED MEDIA AND PUBLIC PRESENTATIONS

- Humboldt Bay Fire Cadet Program Redwood News, KIEM-TV, February 26, 2024, video [link](#).
- Humboldt Bay Fire Report, Eureka City Council Meeting, February 6, 2024, video [link](#).
- Humboldt Bay Firefighters Honor 9/11 First Responders, Lost Coast Outpost, September 11, 2023, article [link](#).
- Humboldt Tea Time with John Kennedy O'Connor, April 29, 2023, video [link](#).

AWARDS

- Coach of the Year, National Interscholastic Cycling Association (NICA) - Northern California League, 2019
- Firefighter of the Year, Eureka Fire Department, 2002

Sean Phillip Wilson

Sean.P.Wilson@fire.ca.gov - (707) 362-1619 - 1700 Dragonfly Dr. McKinleyville, CA 95519

PAID FIRE EMPLOYMENT/ WORK HISTORY/ EXPERIENCE

TRAINING BATTALION CHIEF

CAL FIRE Humboldt–Del Norte Unit, Training Battalion

Unit Training Officer in HUU

3 years

Duties include: Conducts training sessions using CAL FIRE and non-CAL FIRE instructors. Attends and presents recurring mandatory and elective skills enhancement and Incident Command System (ICS) training for permanent personnel. Proctor Ems skills for the past 15 -20 years. Maintains EMS and Training records for the Unit. Oversees the unit EMS Coordinator program. Maintain CPR and EMT qualifications for 20 + years. Maintains instructor resources, outlines, lesson plans, and training materials. Assists to ensure that all employees receive mandated training in a timely manner. Maintains the Target Solutions database. Maintains employee training records and documents. Purchases training supplies as needed and completes purchase documents in a timely and accurate manner. Organizes and tracks the annual seasonal firefighter training and hiring, the Joint Apprenticeship Committee program, and supports the Annual Firefighter Academy at the College of the Redwoods. Based on employee training needs, enrolls Unit employees (including three (3) conservation camps, all bargaining unit groups, management employees, supervisory employees and resource management employees) in region and statewide department-sponsored courses. Presents various Forestry and Fire Prevention programs to the public and other fire agencies. Maintains and repairs vehicles within the limits of established policy. Makes inspections for and writes burn permits as authorized by the Battalion Chief. Performs preliminary fire investigations. Lead Hybrid training program for employee distance learning while out of the CFTC academy for FFA, HFEO and (soon to be) COA. Participates in recurring conference calls with region training, CFTC training cadres and the Unit.

PERMANENT FIRE CAPTAIN

CAL FIRE Humboldt–Del Norte Unit, Training Battalion

Current Interim Unit Training Officer in HUU

6 Months

Duties include: Conducts training sessions using CAL FIRE and non-CAL FIRE instructors. Attends and presents recurring mandatory and elective skills enhancement and Incident Command System (ICS) training for permanent personnel. Maintains instructor resources, outlines, lesson plans, and training materials. Assists to ensure that all employees receive mandated training in a timely manner. Maintains the Target Solutions database. Maintains employee training records and documents. Purchases training supplies as needed and completes purchase documents in a timely and accurate manner. Organizes and tracks the annual seasonal firefighter training and hiring, the

Joint Apprenticeship Committee program, and supports the Annual Basic Firefighter Academy. Based on employee training needs, enrolls Unit employees (including three (3) conservation camps, all bargaining unit groups, management employees, supervisory employees and resource management employees) in region and statewide department sponsored courses. Presents various Forestry and Fire Prevention programs to the public and other fire agencies. Maintains and repairs vehicles within the limits of established policy. Makes inspections for and writes burn permits as authorized by the Battalion Chief. Performs preliminary fire investigations. Lead Hybrid training program for employee distance learning while out of the CFTC academy for FFA, HFEO and (soon to be) COA. Participates in recurring conference calls with region training, CFTC training cadres and the Unit.

Supervisor: BC Derrick Misner (707) 726-1202

CAL FIRE Humboldt–Del Norte Unit, Training Battalion
Current JAC Coordinator for the Humboldt-Del Norte Unit

18 Months

Duties include: Assure that the duties and responsibilities of the Unit Instructor of Record and/or the JAC Supervisor are fulfilled. Communicate with the Region JAC Coordinator. Coordinate with the Unit Training Officer on JAC related issues; if the Unit JAC Coordinator is not the Unit Training Officer. For all new hires, use the CAL FIRE 306 to verify the employee's training prior to attending the Academy or to request an apprentice agreement. Make certain that apprentices receive the variety of work, training, study assignments, and assistance from their JAC Supervisor to ensure completion of the program within 36 months time in grade for the classification in which they are apprenticed (Note that time is not necessarily consecutive; it is only credited while the apprentice is employed within the same classification for CAL FIRE). Complete the CAL FIRE 305 Apprentice Status Form any time there is a change in apprentice status. Review and maintain a file of official records of successful completion of required courses, substitute courses, and progress reports on each apprentice. Forward those records to an apprentice's new Unit if the employee transfers or is hired in another Unit in the same classification. Periodically review the work, drills, and training progress of each apprentice with the JAC Supervisor. Request first and third year written exams from the Region JAC Coordinator. Send written notice to the Region JAC Coordinator when the apprentice has completed all training, time-in-grade and examinations. The notice must include the effective date of completion of the program, the written and manipulative exam scores and a copy of the completed Individual Training Records from the Progress Notebooks. The effective date provided will be the date the apprentice will begin receiving the Educational Incentive Pay differential. Plan, conduct and continue to develop a JAC training week in the Unit annually. Training FAEs and HFEOs on target solutions in regards to JAC training documentation. Notify the Region JAC Coordinator when an apprentice's status has changed, (i.e. limited duty greater than 3 consecutive work periods, maternity leave, military leave, out of class assignment, limited-term status) using the CAL FIRE 305 Apprentice Status Form. Ensure that JAC employees working out of class receive an "Out of Class" letter from the Unit Administrative Officer, and forward letter to Region JAC Coordinator. Monitor the apprentice appeal process for Academy failures.

Prepares (or assists Training Officer) with training plan packages and recommendations for SubJAC reviews

Supervisor: BC Derrick Misner (707) 726-1202

CAL FIRE Humboldt–Del Norte Unit, Battalion II
Current Fire Captain at Mattole Station

36 Months

Duties include: Manage and supervise Fire Fighter I's at the station level and on emergency incidents. Conduct monthly employee evaluation reports CAL FIRE 212. Management of station budget and subsistence tracking. Conduct annual training with the fire fighters. Provide positive working environment for employees. Purchasing of fuel, subsistence, repair goods and equipment. Emergency response to and proper use of appropriate level of care on medical aid calls, CPR response, the care and use of appropriate PPE, traffic accidents and the safety issues related to roadside incidents, effectively communicate under stressful situations, vehicle fires, vehicle extrication and use of extrication tools to rescue trapped or pinned patients, vehicle stabilization, public assistance, fire prevention programs, structure fires, structure fire ventilation, structure fire extinguishment, overhaul, salvage, the safe use and carrying practices of various types of ladders, wildland fires, progressive hoselays, hand line construction, mop up duties, trained and performed low angle rescue in order to bring lost or injured persons to safety, tie knots to prepare patients, personnel, or equipment for movement and rescue, responded to hazardous materials incidents operations and identify the proper response, tsunami evacuations drills and planning committee attendance and all other emergency dispatch perform checks on all engine equipment, perform maintenance on extrication tools, SCBA's, maintained detailed documentation of SCBA service dates and pressure, hose and hose appliances testing and maintaining, chainsaws; felling, brushing, limbing and bucking procedures, hand tool use and proper selection for terrain and vegetation, station facilities and grounds, janitorial maintenance, minor construction projects, worked with and help train local volunteer firefighters, maintained and landscaped facility grounds, and assisted with preparing clear and concise reports: EPAY, ISE, CALFIRS, IAPS, CAIRS reports, CADWEB resource reports and EFC-33's, station budgets, recorded fuel logs and month end fuel documentation.

Supervisor: BC Derrick Misner (707) 726-1202

Supervisor: BC Justin Silvera (707)-946-2205

CAL FIRE Humboldt–Del Norte Unit, Battalion II
Current Fire Captain at Emergency Command Center

36 Months

Duties include: Answering, processing, dispatching and documenting all types of emergency response calls. Extensive knowledge and use of radios. Knowledge of local agreements, dispatch jurisdictions and policies. Ability to work with other agencies under high stress conditions. composes ECC correspondence in a clear and concise manner as needed; Ability to work long hours and multiple days on end without breaks, relief or sunshine. Knowledge and skills in computer use and accessing various computer based programs. files and maintains reports (incident, costs, response data) in an organized manner; maintains ECC manual and logs. Knowledge of programs:

EPAY, ISE, VESTA, AIMS, AFF, CALATERS, ROSS, WIMS, WINCAN. Knowledge of CAD and how it applies to the state/ county dispatching. Ability to read a map and interpret GPS coordinates. Compile weather documentation, process the information and relay it to the unit in terms of the fire weather forecast and fire dispatch levels. Ability to manage stress and motivate yourself to exercise routinely. Ability to fix basic facility repairs. Manage subordinates and maintain an updated shift schedule. Ability to manage the forest watch cameras located within the unit. Manage and organize annual radio reprogramming in the Unit. Disseminate the annual radio call plan and updated frequencies for the Unit. Issue and maintain records for all portable radios for the Unit. Meal planning with no state subsistence.

Supervisor: BC Laura Coleman (707) 726-1280

PERMANENT FIRE APPARATUS ENGINEER

CAL FIRE Humboldt – Del Norte Unit, Trinidad Station

2012, 2013, 2014

16 Months

Duties include: Develop and lead the fire fighter rehire program with the training department in 2014. Organize training for my JAC requirements that also benefit the station Fire fighters. Manage and supervise Fire Fighter I's at the station level and on emergency incidents. Conduct monthly employee evaluation reports CAL FIRE 212. Management of station budget and subsistence tracking. Purchasing of fuel, subsistence, repair goods and equipment. Emergency response to and proper use of appropriate level of care on medical aid calls, CPR response, the care and use of appropriate PPE, traffic accidents and the safety issues related to roadside incidents, effectively communicate under stressful situations, vehicle fires, vehicle extrication and use of extrication tools to rescue trapped or pinned patients, vehicle stabilization, public assistance, fire prevention programs, structure fires, structure fire ventilation, structure fire extinguishment, overhaul, salvage, the safe use and carrying practices of various types of ladders, wildland fires, progressive hoselays, hand line construction, mop up duties, trained and performed low angle rescue in order to bring lost or injured persons to safety, tie knots to prepare patients, personnel, or equipment for movement and rescue, responded to hazardous materials incidents operations and identify the proper response, tsunami evacuations drills and planning committee attendance and all other emergency dispatch perform checks on all engine equipment, perform maintenance on extrication tools, SCBA's, maintained detailed documentation of SCBA service dates and pressure, hose and hose appliances testing and maintaining, chainsaws; felling, brushing, limbing and bucking procedures, hand tool use and proper selection for terrain and vegetation, station facilities and grounds, janitorial maintenance, minor construction projects, worked with and help train local volunteer firefighters, maintained and landscaped facility grounds, and assisted with preparing clear and concise reports: EPAY, ISE, CALFIRS, IAPS, CAIRS reports, CADWEB resource reports and EFC-33's, station budgets, recorded fuel logs and month end fuel documentation.

Supervisor: BC Tom Nix (707) 677-3638

Supervisor: Captain Kevin Fox (707) 677 -3638

LIMITED TERM FIRE APPARATUS ENGINEER

CAL FIRE Humboldt – Del Norte Unit, Kneeland Helitack Base, Rohnerville Air Attack Base
3 Seasons: (2009, 2010 & 2012) **16 Months**

Duties include: Managing the Helitack base/ Air Attack Base crews, deliver fuel and support to the helicopter while engaged in fire suppression activities, certified in Short Haul Operations as Crew Chief, Rescue Supervisor and Rescuer; emergency medical evacuations, responsible for helitender maintenance, inventory and service records, establish the plan for the day (including a physical fitness plan, a training and development lesson plan, station projects, and facility maintenance), inform the pilots of temporary flight restricted aircraft areas, inform the crew of aircraft accidents reports and safecomms, assisted with creation of our base review guidebook, updated base spill plan and crash rescue plan, responsible for employee evaluations and training assignments, purchase groceries for the crew and supervise meal plans, perform 'end of the month' duties (including totaling the base meal cost and meal inventory, fuel inventory and ordering), create air attack training video (in progress); drive and operate emergency equipment through adverse conditions, managed emergency incidents in a manner consistent with laws, policies, various agency agreements and established procedures, communicate clearly using ICS terminology, safely coordinate operations on the ground with air resources to maximize effective use of available resources, lead crews in constructing fire lines to limit the spread of various fuel types, use BLS training and knowledge in airway and respiratory distress, recognize LCES and how to mitigate incidents safely, conduct personnel accountability reporting for crew safety, recognize hazardous materials incident and identify the appropriate responses, use maps and compasses and train employees on their use, recognize the characteristics of smoke and the characteristics of extreme fire behavior to ensure firefighter safety, lead fire suppression crews during emergency incidents, operate hoses and fire extinguishers to suppress and extinguish fire, determine the need for critical incident stress debriefings and implementation procedures as trained.

Supervisor: BC Kurt Darnedde (707) 725-4572

Supervisor: FC M. Isaac Lake (707) 444-2863

Supervisor: FC Doug Mooney (707) 407-7769

AMADOR FIRE FIGHTER

CAL FIRE Humboldt – Del Norte Unit, Trinidad Station
2008, 2009, 2011 & 2012

9 Months

Duties include: emergency response to and proper use of appropriate level of care on medical aid calls, CPR response, the care and use of appropriate PPE, traffic accidents and the safety issues related to roadside incidents, effectively communicate under stressful situations, vehicle fires, vehicle extrication and use of extrication tools to rescue trapped or pinned patients, vehicle stabilization, public assistance, fire prevention programs, structure fires, structure fire ventilation, structure fire extinguishment, overhaul, salvage, the safe use and carrying practices of various types of ladders, wildland fires, progressive hoselays, hand line construction, mop up duties, trained and performed low angle rescue in order to bring lost or injured persons to safety, tie knots to prepare patients, personnel, or equipment for movement and rescue, responded to hazardous materials incidents operations and identify the proper response, tsunami evacuations drills and planning committee attendance and all other emergency dispatch

perform checks on all engine equipment, perform maintenance on extrication tools, SCBA's, maintained detailed documentation of SCBA service dates and pressure, hose and hose appliances testing and maintaining, chainsaws; felling, brushing, limbing and bucking procedures, hand tool use and proper selection for terrain and vegetation, station facilities and grounds, janitorial maintenance, minor construction projects, worked with and help train local volunteer firefighters, maintained and landscaped facility grounds, and assisted with preparing clear and concise reports: Crystal Reports, CAIRS reports, CADWEB resource reports and FC-33's, station budgets, recorded fuel logs and month end fuel documentation.

Supervisor: BC Tom Nix (707) 677-3638

Supervisor: Captain Kevin Fox (707) 677 -3638

HELITACK FIRE FIGHTER I

CAL FIRE Humboldt-Del Norte Unit, Kneeland Helitack Base

5 Seasons: 2003, 2004, 2005, 2007 & 2008

25 Months

Duties include: emergency response to wildfire (including hand line construction, chain saw operations, bucking, falling and servicing of chainsaws, calling in bucket drops in coordination with the helicopter), back firing operations (including firing, holding and lookouts positions), short haul rescue operations (including rescuer and rescue supervisor), operated as Aircraft Base radio operator, take-off and landing coordinator, helicopter crewmember deck coordinator, crew shuttle operations and coordinator, plastic sphere dispensing operations (PSD), supervised and managed crew projects, base and equipment maintenance, tool maintenance, preparing and cooking meals for the fire crew, cleaning and maintaining the station facilities.

Supervisor: BC Kurt Dervedde (707) 725-4572

FIRE FIGHTER I

CAL FIRE Humboldt-Del Norte Unit, Trinidad, Weott and Mattole Fire Stations

4 Seasons: 2001, 2002, 2003 and 2011

22 Months

Duties include: emergency response to wildfire (including hand line construction, chain saw operations, bucking, falling and servicing of chainsaws, calling in bucket drops in coordination with the helicopter), back firing operations (including firing, holding and lookouts positions), short haul rescue operations (including rescuer and rescue supervisor), operated as Aircraft Base radio operator, take-off and landing coordinator, helicopter crewmember deck coordinator, crew shuttle operations and coordinator, plastic sphere dispensing operations (PSD), supervised and managed crew projects, base and equipment maintenance, tool maintenance, preparing and cooking meals for the fire crew, cleaning and maintaining the station facilities.

Supervisor: BC Tom Nix (707) 677-3638

Supervisor: Captain Kevan Fox (707) 677 -3638

FIRE FIGHTER I

CAL-FIRE Siskiyou Unit, Weed Fire station

3 Seasons: 1998, 1999 & 2000

11 Months

Duties include: emergency response to wildland fires, progressive hoselays, hand line constructions, chainsaw work, structure fires, Structure ventilation, RIC teams duties, Forcible entry duties, Overhaul and salvage work. Vehicle fires, vehicle stabilization, vehicle extrication, medical response, hazardous materials response, operations and decontamination, perform public assistance related responses, including helping to clear property of local residents, work with volunteer and paid departments and agencies, as well as the local fire academy, routinely perform fire station and equipment maintenance, tool maintenance including sharpening hand tools, cook meals for large crews in a timely manner and assist other crewmembers in the kitchen three meals a day, participate in local fire prevention program, which included going to schools, parks, events, and local businesses to inform the public about fire prevention, assist with month end budgetary duties, food inventory tally and budgets, fuel levels inventory and purchase documentation, perform LE 100 inspections and documentation in response area.

Supervisor: Battalion Chief Tim Devos (707) 499-2249

Supervisor: Captain Alex Lujan (530) 938-2322

OTHER FIRE EMPLOYMENT/ EXPERIENCE

DIRECTOR, WRITER, CINEMATOGRAPHER & EDITOR

“Where There’s Smoke” 2006 Documentary Film on California’s Fire Season

Mercy Me Productions—full service film & Video production company

July 2006 – Present

Job description: Worked intimately with the Sierra Hotshots, the Valley View Conservation Camp and California Department of Corrections and Rehabilitation, The Region 5 USFS Smoke Jumpers, Cal-Fire Hemet-Ryan Helitack Crew and the Honeydew Volunteer Fire Company. I directed, photographed, edited and exported commercials, create promotional and training videos for various agencies and companies, plan, create and oversee completion of professional quality videos, communicate with clients and co-workers while working on set or in pre/post production phases, work abnormal schedules and long workdays to meet deadlines as well maintain continuity in film production. I Coordinated with other agencies i.e.; USFS, Cal-Fire, CDC, the Honeydew Volunteer Fire Department and the National Park Service. I would create project budget projections, client contracts, sales and distribution contracts and submit permit and insurance applications. Maintain business and finance records and files.

Business Partner: Montel Vanderhorck III (707) 845-8701

NON-FIRE EMPLOYMENT/ EXPERIENCE

FILM FESTIVAL DIRECTOR

Humboldt International Film Festival

3 Years from 2003 – 2006

As the Director of the Humboldt International Film Festival I supervised and instructed a state college level class in promotions, fund raising activities, advertising and event

planning. I maintained the financial accounting and film entry catalogs for the film festival. I interacted with the general public in a professional capacity as a representative of the film festival. I organized the fundraising to procure donations for awards given to the film festival winners. I directed film critique training sessions and supervised the film submission judging. I selected and solicited three professional filmmakers to judge the film entries and organized there flights, accommodations and travel.

Faculty Supervisor: Mary Cruse - (707) 223-8462

CO-PARTNER, DIRECTOR, PRODUCER AND EDITOR

Mercy Me Productions

From 2006 to Present

In 2006 I co-partnered “Mercy Me Productions” as a full service film/video productions house. We professionally produce commercials, training videos, corporate videos, short films, full-length documentary films, music videos, live performance video, professional photography and audio recording. I specialize in cinematography, directing, writing, editing and audio engineering. As a local business I am involved with the North coast small business development center and have produced short ads as a local community service. I have designed the business website, acted as the company bookkeeper/ accountant, hired sub-contractors and designed our company logo.

Business Partner: Montel Vanderhorck III (707) 845-8701

CASHIER, THEATRE CONSESSIONS CLERK

Coming Attractions Theatre Corp, The Minor Theatre

01/2007 – 05/2007

As an employee of the Minor Theatre the duties I performed were selling movie tickets and concessions to customers. I was accountable for the incoming cash flow and register I stocked and maintained large commercial kitchen appliances. I documented concessions stock inventory and placed orders when items were low. I organized and arranged products for sale. I cleaned and maintained the facility grounds.

ACCOUNTING ASSISTANT

Gold Prospectors Associations of America

1995-1996

As an accounting assistant for the Gold Prospectors associations of America, I performed data entry for the accounts payable and accounts receivable. This often included documenting the incoming checks that we received for magazine subscriptions, gift store purchases or other mining equipment income. I also registered new subscription membership for the Business magazine. I organized the computer back up file for all computer information in the building. The company ran numerous mines that were available for timeshare purchase, occasionally I would proof read the company newsletter that would be sent out to all members. I delivered the inter-office mail communications between departments and buildings as well as maintained the numerous facility refuse containers.

CABINET INSTALLATION APPRENTINCE

Arcata Custom Cabinets

January 2005 – May 2005

Duties included: Performing cabinet installation in residential homes, industrial and commercial businesses. I worked for a small family owned business removing old cabinets and installing new cabinets, leveling drawers and doors, filling holes, sealing cabinet to wall, lifting heavy boxes and scrap wood daily. I also drove and operated a delivery vehicle and routinely delivered to different work sites each day. I used maps both written/verbal directions to locate the new work sites. Each day I was in charge of cleaning the work truck, job site and warehouse. I worked safely and courteously each day with clients and coworkers.

EDUCATION

Bachelors of Arts in Film: Humboldt State University – 2006
Associates Degree in Fire Science: College of the Siskiyous – 1998
High School Diploma: Hamilton High School – 1995

CERTIFICATIONS

State Fire Marshall Certifications

SFT Firefighter I Certification
SFT Firefighter II Certification
Company Officer
Fire Command 1A
Fire Command 1B
Fire Command 1C
Fire Investigation 1A
Fire Management 1
Driver Operator 1A
Driver Operator 1B
Training Instructor 1A
Fire Arson Detection
Auto Extrication
Confined Space Rescue Awareness

California State Certifications

Company Officer Academy #27 - Ione, California
Fire Fighter Academy – Ione, California
Emergency Command Center Academy #114
CALFIRE Incident Management I
CALFIRE Incident Management 2
CALFIRE Supervision 2
CALFIRE FI-210
CDF Firefighter I Advanced Training (146 hour)
CDF Confined Space Awareness (7 Hours)
CDF Firefighter Safety and Survival (8 Hrs)
CALFIRE Wildland safety and survival (16 Hrs)
CDF Cal-Fire CWN Manager
CDF CAL-FIRE AIR RESCUE (40 Hours)
CDF Helicopter Short Haul Rescue Course #15
CALFIRE Water rescue response
CALFIRE Facility Maintenance
CDF Firefighter I Advanced Training for Helitack Firefighter
CDF S-212 Wildland Power Saws, level A
CDF S-212 Intermediate Sawyer B
CDF S-290 (32 Hours)
CALFIRE S-390 (40 hours)
C- 234 Intermediate Firing methods
C-110 Expanded Dispatch Recorder
CDF 271 Basic Helitack Operations
CDF 272 Helispot Manager
CALFIR Helibase manager (HEB1)
CALFIRE Air tanker base manager
CAL-FIRE Water Rescue First Responder (8hrs.)
CAL-FIRE Plastic Sphere Dispensing Operations
CAL-FIRE Elder Abuse

Misc:

Class B Commercial Drivers License -Hazardous Materials Endorsement
EMT B – National Registry & North Coast EMS Certified #EO83283
99 Hours Wildland Firefighting
67 Hours Firefighter I Basic Training
ICS I-100
ICS I-200
ICS I-300
A-101 Aviation Safety
A-103 FAA NOTAM System
A-104 Aircraft Capabilities and Limitations (Basic)
A-105 Aviation Life Support Equipment
A-107 Aviation Policy and Regulations I
A-106 Aviation Mishap Reporting
A-108 Preflight Checklist & Briefing/ Debriefing
A-109 Aviation Radio Use
A-113 Crash Survival
A-115 Automated Flight Following
A-204 Aircraft Capabilities and Limitations
A-207_1 Aircraft Flight Scheduling Part I
A-207_2 Aircraft Flight Scheduling Part II
A-207_3 Aircraft Flight Scheduling Part III
A-218 Aircraft Pre-Use Inspection
S-131 Fire Fighter Type 1
S-211 Portable Pumps and Water Use
S-230 Crew Boss
S-290 32 Hour Course
FF safety and survival
Flashover Recognition and Survival (10 Hours)
FEMA IS-00700
FEMA IS-00800
Hazardous Materials Course – First Responder Operational - CSTI
Hazardous Materials Course – First Responder Ops. Decon - CSTI
American Heart Association CPR and AED
Plastic Sphere Dispensing Operations
CR Microsoft Word 2003 4hrs.
Helicopter Crewmember – NWCG
Aircraft Base Radio Operator – NWCG
Take-off and landing coordinator – NWCG
Deck Coordinator – NWCG
J-236 Staging Area Manager STAM - NWCG
Managing Cumulative and Critical Incident Stress
Basic Critical Incident Stress Management
LARRO
FIRE CONTROL 3B

Andrew J. Manning

(650) 533-9939 | amanning@kemahfire.com | 909 Bent Sail Lane, League City, TX 77573

Objective:

To prepare students for successful careers in the fire service through hands-on training and an industry-leading curriculum.

Education & Certifications:

Texas EMS Academy	Emergency Medical Technician (EMT)	November 22, 2020
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- National Registry of Emergency Medical Technicians (NREMT) Certified EMT – Licensed in Texas and California

Texas A&M University	Structural Firefighter	December 18, 2018
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- IFSAC Certified Firefighter 1&2 with a Commission Held by the Texas Commission of Fire Protection since 2019
- Pro Board Fire Apparatus Driver/Operator, NWCG Wildland Firefighter, TCFP Intermediate Level Marine Firefighter
 - California OSFM-SFT Fire Fighter 1&2, Hazardous Materials FRA/FRO, Wildland Fire Fighter 1

California Maritime Academy	B.S. Marine Transportation	April 22, 2017
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- Magna Cum Laude (Cumulative GPA 3.728) – President's List (4x), Dean's List (4x), Top 5 GPA in Major
- United States Coast Guard 3rd Mate of Self-Propelled Vessels of Unlimited Tonnage upon Oceans
 - Renewed Tankerman PIC of Dangerous Liquid Cargos and STCW
- United States Coast Guard Master of Self-Propelled Vessels of less than 1600 GRT
 - Endorsements – Master of Towing Vessels upon Oceans with Radar Observer (Unlimited), Vessel Security Officer, Proficiency in Fast Rescue Boats, and Advanced Marine Firefighting
 - USCG Authorized Designated Examiner for Inland / Great Lakes & Near Coastal / Oceans Routes
- National First Class Pilot of Vessels of Unlimited Tonnage upon the Waters from Sea to Humboldt Bay, California

Work Experience:

CSU Maritime Academy	Adjunct Professor / Simulation Researcher	January 2023 – Present
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- Deliver and develop course material in accordance with Standards of Training and Certification of Watchkeeping
- Collaborate extensively in USCG certified full mission bridge simulators as an operator and independent researcher

Samoa Peninsula Fire District	Volunteer Firefighter / Duty Officer	October 2022 – Present
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- Support the local community through outreach, all-hazard emergency response, and mutual aid in Humboldt County
- Exercise and repair equipment, operate various apparatus, and help to maintain the century-old fire station in Fairhaven

Humboldt Bar Pilots	Maritime Pilot	October 2022 – Present
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- Utilize local knowledge expertise and experience in vessel handling to safely navigate through challenging waterways
- Bridge gaps in communication among multiple stakeholders to ensure transparent and efficient operations in the port

Kemah Fire Department	Fire Engineer / Fireboat Captain	January 2018 – Present
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- Protect and serve the citizens of Kemah, Clear Lake Shores, and surrounding areas of Northeast Galveston County
- Provide professional-quality fire and rescue services in suppression, extrication, high-water, and medical emergencies

USTS Golden Bear	Watch Officer / Deck Training Officer	Summer 2024
-------------------------	--	--------------------

- Instructed over 150 deck cadets in real-time scenarios utilizing the onboard radar / ECDIS lab for terrestrial navigation
- Graded hundreds of celestial navigation assignments in addition to standing watch aboard the vessel at sea and in port

G&H Towing Company	Master / Tugboat Operator	June 2017 – November 2022
-------------------------------	----------------------------------	----------------------------------

- Led crew by example while safely navigating and commanding single-screw, twin-screw, and azimuth stern drive tugs
- Managed harbor tugs of 100 to 300 gross registered tons (GRT) in close quarters and constantly changing circumstances

Alcatraz Cruises	First Officer	March 2014 – June 2017
- Guided crew through daily operations including line handling, liquid transfers, waste management, and vessel safety - Balanced customer well-being while assisting the captain with navigation duties in the waters of the City of San Francisco		
AmNav Maritime	Cadet Trainee	June 2016 – February 2017
- Shadowed captains, mates, and engineers through daily onboard operations during unique ship and barge assists - Studied vessel procedures, company policies, and the diverse capabilities of conventional and tractor tugs on SF Bay		
San Francisco/Sandy Hook/Houston Pilots	Intern	Fall 2015/Fall 2016/Spring 2017
- Observed and applied ship handling skills during pilotage through San Francisco, New York, New Jersey, and Houston - Learned about safe pilot transfers, effective bridge resource management, and sound judgement in high-stress situations		
USN Military Sealift Command	Deck Cadet	Summer 2015
- Participated in all evolutions which included underway replenishments, helicopter flight operations, and navigation - Wrote a 300-page Safety of Life at Sea (SOLAS) training manual and used it to train new crew members signing aboard		
BSA Camp Oljato	Sailing Director	Summer 2010 – Summer 2013
- Operated the only Boy Scout Advanced Sailing Program in the nation while teaching multiple merit badges - Maintained eleven monohull sailboats, five catamarans, and two power boats of wood, fiberglass, and metal hulls		

Leadership Experience:

SS Jeremiah O'Brien	Volunteer Mate	2014 – Present
- Help maintain compliance by sailing onboard as a mate during occasional San Francisco Bay cruises and Fleet Week - Supervise unlicensed crew members, complete preventative maintenance evolutions, and operate pilot house equipment		
USCG Auxiliary University Program	Unit Leader	2013 – 2017
- Educated USCG officer candidates through underway opportunities on cutters, icebreakers, small boats, and aircraft - Served as the commanding officer in charge of all AUP functions accounting for over 5,000 cumulative volunteer hours		
Sea Scouts Ship Gryphon	Junior Officer	2005 – 2017
- Assisted in seamanship and leadership training for youth members aboard our operational 65ft T-boat and ashore - Planned cruises around the San Francisco Bay Area as an officer responsible for navigation and bridge team management		
Training Ship Golden Bear	Cadet 2nd Mate	Summer 2016
- Oversaw the completion of all navigational related duties required to safely sail from Galveston, TX to Vallejo, CA - Trained shipmates in departures, arrivals, and daily navigational tasks which directly correlated with vessel operations		

Professional Societies:

National Eagle Scout Association	Lifetime Member	(2012 – Present)
United States Coast Guard Auxiliary	Vessel Inspector	(2015 – Present)
Council of American Master Mariners	Master Mariner	(2016 – Present)
The 100 Club	Life Member	(2018 – Present)
Professional Association of Diving Instructors (PADI)	Rescue Diver	(2019 – Present)

Recognitions:

– Boy Scout Eagle	– U.S. National Champion Drum Major (2012)	– USCGA 51 Auxiliarist of the Year
– Venture Scout Silver	– CERT (Community Emergency Response Team)	– CMA Community Service Award (8x)
– Sea Scout Quartermaster	– USCG Meritorious Team Commendation Medal	– Merchant Marine Expeditionary Medal



Appendix I

Instructor Manual

College of the Redwoods

Fire Technology



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Fire Academy Overview

The Redwood Community College District's Fire Academy (RCCD) aims to equip students with the education and skills necessary to become highly competitive fire service applicants and to succeed as professional fire fighters upon hiring.

As a prospective Accredited Regional Training Program (ARTP), RCCD is dedicated to training academy students to meet the highest competency standards expected of fire fighters. The academy curriculum follows State Fire Training's (SFT) Fire fighter I Course Plan, includes specialized topics recommended by the program's Fire Technology Advisory Committee and local fire agencies.

We are committed to delivering a high-quality learning experience that challenges students physically, mentally, and cognitively while preparing them to meet the prerequisites for employment in the fire service.

Academy staff are expected to uphold the highest standards of conduct, serving as role models through their instruction and student evaluations. All program staff must familiarize themselves with and adhere to the guidelines outlined in this manual, and SFT Policies and Procedures.

This manual defines the academy's staffing structure, outlines specific job responsibilities, establishes academy rules and regulations, and sets expectations for staff behavior. RCCD operates under a modified Incident Command System (ICS) model, allowing flexibility in staff assignments based on class size and personnel availability while maintaining the required student-to-instructor ratios.

Vision, Mission, Values

The **Vision** of the CR Fire Technology program is to comprehensively prepare students for a successful career in emergency fire and rescue services that will enrich their community.

The **Mission** of the CR Fire Technology Program is to develop well-prepared professional fire fighters through supportive and challenging training in firefighting, medical, and rescue response, while instilling the core values and high standards essential for success in the profession.

The **Values** of the CR Fire Technology Program:

- **Professionalism**
 - Holding ourselves to the highest standard of preparation
- **Integrity**
 - Always doing the right thing
- **Discipline**
 - Training in good behavior and skills
- **Inclusiveness**
 - Creating a place where everyone feels welcomed, respected, and valued

Academy Staff Structure

Fire Technology Assistant Professor & Academy Director

Under the direction of the Dean of Career Education, Rory Johnson, the Assistant Professor of Fire Technology, Sean Robertson is responsible for the Fire fighter I Academy, Fire Technology Degrees/Certificates and In-Service courses. Specific duties include:

- Monitoring student attendance.
- Disciplining of students.
- Planning, organizing and supervising Instructors.
- Determining needs for new material and/or classes.
- Conducting risk assessment of drills.
- Overseeing record keeping (memos, attendance, task book, grades, etc.). (see Appendix for memos)
- Instructing and coordinating the academy orientation.
- Instructing the unit on academy policies and procedures.
- Assigning lead and backup instructors.
- Maintaining continuity to ensure all instructors are following the same standards.
- Interfacing with instructors on class content, curriculum and job performance.
- Interfacing with instructors and subject matter experts regarding student conduct.
- Setting academy standards and ensure they are followed by staff.
- Conducting periodic staff performance reviews.
- Developing the class schedule.
- Updating and reviewing curriculum with the Academy Coordinator.
- Developing and nurturing cooperative working arrangements with local fire agencies to deliver classes and in-service training.
- Serving as Lead Evaluator as necessary during certification testing.
- Ensuring that the Academy meets RCCD and SFT policies and procedures.
- Ensuring instructors have the resources they need to be successful.
- Working closely with the Academy Coordinator to ensure adequate leadership is present eachday of the academy.
- Overseeing maintenance of facilities and equipment.
- Working with the Chair of the Fire Technology Advisory Committee to schedule meetingsand develop meeting agendas.

Firefighter I Academy Coordinator

Under the direction of the Academy Director, Sean Robertson, Academy Coordinator is responsible for the overall development, approval and delivery of the Firefighter I Academy. The Coordinator's responsibilities include:

- Debriefing with Class and company officers at regular intervals.
- Coordinating Instructor needs (Professional experts, equipment, etc.).
- Working with the Administrative Office Coordinator to ensure reservations for facilities.

- Monitoring and evaluating cadet conduct and performance.
- Inspecting recruits on a regular basis to evaluate their personnel protective equipment (PPE), demeanor, uniform and hygiene.
- Monitoring classroom activities to ensure cadet conduct adheres to academy standards.
- Providing assistance and counseling to recruits if they requested or if determined to be necessary by their conduct.
- Maintaining and cleaning facilities, power tools, SCBA's and other instructional materials.
- Making minor improvements to facilities, performing errands, constructing props/aids and preparing equipment and props for instruction.

Administration Office Coordinator

Under supervision by the Dean of Career Education, Rory Johnson and in partnership with Assistant Professor of Fire Technology, Sean Robertson the Administrative Office Coordinator's duties include:

- Acting as contact point for students enrolling in classes in the Fire Technology Program
- Preparing, distributing, and maintaining all student paperwork including:
 1. Personal information (address, emergency contact information, medications, EMT/paramedic certifications)
 2. Academy certificates (Haz-Mat FRO, ICS Certificates, SFM Academy Certificates and Graduation Certificates)
- Ensuring all paperwork is submitted within specified timeframes.
- Ensuring students have what they need to be successful.
- Distributing and collecting academy applications and all associated documentation.
- Updating policies and procedures, staff and student and other updates as directed.
- Maintaining and archiving records in accordance with District policies and the Education Code.
- Maintaining all academy rosters.
- Managing the budget and handling purchasing as needed. Ordering all materials, books and handouts for classes.
- Coordinating and ordering all SFT course requests, written and skills testing and course processing.

Academy Instructor

The Academy Instructor is the primary point of contact for the students and are responsible for instruction in their areas of expertise and the conduct of their classes. Instructors are selected based on their expertise in the specific area of study. General responsibilities include:

- Delivering all classroom and manipulative instruction that is consistent with the most current SFT FFI course plan.
- Adhering to the SFT Instructor Code of Conduct (Appendix B).
- Monitoring classroom activities to ensure student conduct and instructional quality.
- Maintaining and updating lesson plans and other instructional materials.

- Defining and reinforcing expected behavior to the students.
- Observing, evaluating, and documenting undesirable student behavior, providing feedback and notifying the Academy Coordinator.
- Reporting any significant and/or unusual situations/needs to the Academy Coordinator or Director immediately.
- Informing the Academy Coordinator **with 1 week advanced notice or immediately after the weekly schedule is emailed to instructors** of the equipment, apparatus or logistical needs to implement their assigned class.
- Ensuring all equipment, tools, apparatus and props are handled properly by students and staff and returned to “in service” status for use by the next class.
- Ensuring when equipment, tools, or props are damaged or deemed “out of service” a tag with the stated problem is attached to such and the Coordinator and/or is Director advised of the problem by phone, email, text or in person.
- Ensuring that if students have a problem handling equipment, it is used as a teaching moment to correct the problem and promote the student’s success.
- Maintaining professional relationships with students and limit contact outside of the PSTC setting as not to jeopardize the PE-student relationship.
- Immediately report any damage of PSTC grounds or facility to the Coordinator and/or Director.

Subject Matter Experts

Subject Matter Experts (SME) assist instructors with the delivery of course materials and are used during mid-term and final testing as subject matter experts (SME). General duties include:

- Providing instruction that is consistent with the lesson plan and manipulative skills presented by the lead instructor for that topic.
- Providing consistent and objective quality testing and evaluation that adheres to SFT and District policies.
- Ensuring all equipment, tools, apparatus and props are handled properly by cadets and staff and returned to “in-service” status for use by the next class.
- Report any equipment, tools, props, etc., that are out of service to the instructor.
- Maintaining professional relationships with students and limit contact outside of the PSTC setting as not to jeopardize the PE-student relationship.
- Only participate in instruction, evaluation and testing for those skills they possess subject matter expertise.
- Serving as Skills Evaluators during final skills testing if certified and in good standing with SFT and the RCCD

Skills Evaluators

Skills Evaluators are used during certification testing to evaluate student performance and are considered those approved to do so by SFT and the SRJCFA. General duties include:

- Following SFT policies and procedures for evaluating skills testing as found in the Evaluator Code of Conduct (Appendix B).
- Following the direction of a Lead Evaluator/testing Incident Commander (IC).
- Recording evaluations/testing using EVALS, SFT forms and other documents as required.
- Only participate in the evaluation/testing of those skills they possess subject matter expertise.
- Refrain from participating in the evaluation/testing of those skills they delivered instruction on as the Lead Instructor during the semester.

Volunteers

Volunteers are utilized in the RCCD as a means to allow fire personnel who are interested in serving as instructional staff to participate in the academy. Prior to serving in any capacity, said individuals shall complete an *Volunteer* form (Appendix C) and return to the Administrative Office Coordinator.

Application Process for Becoming an Instructor in the Fire Technology Program:

Prospective instructors interested in teaching within the Fire Technology Program must first schedule a meeting with the Academy Director to discuss qualifications, teaching expectations, and program needs. Following this initial meeting, applicants will coordinate with the Administration Office Coordinator to complete the required employment paperwork. (see Appendix D) As part of the onboarding process, applicants must provide valid identification, which includes either a combination of a driver's license and Social Security card or a U.S. passport to verify identity and employment eligibility, in compliance with federal I-9 requirements. Once all documents are submitted and the application is reviewed, it will be forwarded to Human Resources for final approval. Upon receiving HR clearance, the instructor will be officially eligible to sign up for teaching assignments within the program.

Volunteering for the Fire Technology Program:

Individuals interested in volunteering with the Fire Technology Program must complete the official volunteer application form in coordination with the Fire Technology Director. This process includes a brief discussion to identify the volunteer's interests, skills, and potential contributions to the program, ensuring alignment with program needs and safety standards. The form requires basic personal information, a description of the intended volunteer duties, and may include a background check or additional documentation depending on the role. Once the form is completed and approved, the volunteer will be given guidance on expectations, schedules, and any required orientation or training. This process helps maintain a structured, professional, and safe environment for both students and volunteers.

Academy Staff Rules and Regulations

It is the expectation that RCCD staff maintain professional conduct at all times toward cadets, fellow campus staff, outside agencies and the public. General rules of conduct include:

General (Section I)

1. Treating all people regardless of rank or affiliation with respect and dignity. Never degrade or berate anyone in public or otherwise.
2. Adhering to all local, state and federal laws.
3. Comply with State Fire Training Code of Ethics and Conduct (see Appendix B)
4. Projecting a professional image at all times by wearing an approved, clean and properly maintained uniform and proper grooming standards while conducting activities at the RCCD.
5. Use of department gear and equipment requires submission of a Hold Harmless Agreement (see Appendix E)
6. Refrain from the use of language unbecoming of a professional firefighter as well as the use of inappropriate slang terminology and cursing.
7. Refrain from any conduct or activities that would contribute to a negative image or opinion of the RCCD, respective departments or the fire service.
8. Never make any racial, ethnic, sexual, gender or other comment regarded as derogatory toward a particular group or person. Any form of discrimination in the workplace will not be tolerated.
9. Never conduct non-RCCD or non-College activities in uniform or utilizing RCCD or College resources unless granted permission by the Program Director.
10. Be accurate for all claimed hours on time sheets (see Appendix F) and include the following information:
-Hours worked - Hours totaled - Employee ID # -Employee signature
11. In order to meet payroll deadlines, time sheets shall be emailed to the Administrative Office Coordinator before their due date of the 20th of each month. If the staff are not scheduled to instruct for the balance of the pay period, they are encouraged to turn their timecards in early.
12. All RCCD time sheets shall be reviewed and approved by the Director of Fire Technology
13. Working in excess of 8 hours per day is prohibited unless prior approval is obtained from the Director
14. Late time sheets will be processed on the following month.
15. Staff shall take lunch and other breaks as required by State and Federal laws.

16. Preparing and reviewing for all lectures and manipulative lessons prior to the course and making sure you are teaching the appropriate skills set forth by the Academy Director and SFT course plan.
17. Following all guidelines established by the Director and/or Academy Coordinator during manipulative and academic instructional periods.
18. Never discuss any specifics of student performances or staff issues with non-academy staff members. When approached or asked by any person outside of the RCCD staff about the academy or any specific issues, simply respond “Federal law (FERPA) prohibits us from discussing any specifics regarding students or their activities in the academy”.
19. Consumption of alcohol, cannabis related products or illegal substances such as recreational drugs is strictly prohibited. No smoking or tobacco chewing is allowed on campus.
20. If an instructor cannot attend a class they are scheduled to teach, that instructor shall immediately notify the Academy Coordinator and do everything possible to find their own replacement from the qualified instructors list.
21. If a student is injured during training, the following procedures shall be followed:
 - A. Minor or non-life threatening Injuries
 - Provide immediate first-aid and evaluation.
 - Notify the Academy Director
 - Fill out Student Injury Report and turn it into the Administrative Office Coordinator (see Appendix G)
 -
 - B. Immediate, Life-Threatening Illness or Injury Requiring an Emergency Response:
 - Provide immediate evaluation and First Aid.
 - Activate EMS using 911.
 - Contact the Fire Academy Director to assist with necessary communications and documentation.

22. If a Training Center Employee is injured, the following procedures shall be followed:
- A. Minor or non-life threatening injuries
 - Provide immediate first-aid and evaluation.
 - Notify the Academy Director
Fill out an Employee Injury form and turn into Administrative Office Coordinator who will process with human resources.
 - B. Immediate Life Threatening Illness or Injury Requiring an Immediate Response:
 - Provide immediate evaluation and First Aid.
 - Activate EMS using 911.
Contact the Fire Academy Director to assist with necessary communications and documentation.
Fill out an Employee Injury form and turn into Administrative Office Coordinator who will process with human resources.
-

Staff (Section II)

1. Work in a cooperative manner with fellow staff members contributing to a positive and productive working environment.
2. Never correct or disagree in public or in an instructional setting with a fellow staff member at the expense of their credibility or dignity. If you observe incorrect instruction or behavior by a fellow staff member discuss the issue(s) with that instructor in a respectful manner as early as is convenient privately.
3. Hostility or aggression toward a fellow staff member will not be tolerated regardless of differences of opinion. Respect the rights of others to maintain a belief or opinion that may differ from yours.
4. In the event you are unable to resolve a disagreement or conflict with a fellow staff member you must report the situation to the Academy Director.
5. In the event the conflict is with the Academy Director you may exercise the right to report directly to Executive Dean of Career Education.

6. Incidents involving acts prohibited by local, state, and federal laws, such as but not limited to, violence in the workplace, harassment of any nature, or discrimination shall be reported to the appropriate officials immediately and will be dealt with in accordance with the applicable laws.

Students (Section III)

1. Students shall be treated with fairness and respect at all times, avoiding arbitrary actions that may be deemed as inequitable either positively or negatively.
2. Refrain from conversation of a casual nature and any personal dialogue or exchange of information that is not relevant to contributing to the student's success in the academy.
3. Instruct all students in the same manner using the same techniques and standards unless otherwise identified there is a need for specific accommodations.
4. Individualized instruction is permissible and should be based on the particular deficiencies or difficulties each student may have meeting academy standards. However, individualized instruction during regular drill ground activities must be limited in time and not at the expense of the opportunities of other students to have adequate practice time.
5. Never provide any student an advantage not provided to all students under the same conditions and held to the same standard.
6. Refrain from any physical contact with a student except as necessary to instruct or to prevent the potential for an accident. Casual contact of any nature is strictly prohibited.
7. Physical fitness activities shall not be arbitrarily applied toward a student as a means of discipline. Physical fitness activities such as climbing stairs for inadequate performance(s) may only be imposed if all students are held to the same standard and the discipline has relevance to meet training objectives.
8. Never ask a student to do something you would not do yourself or could be deemed as unsafe per the standards or curriculum of the RCCD.
9. Never ask a student to perform any kind of personal favor such as shining your shoes or cleaning your personal vehicle.
10. Immediately stop any student committing a safety violation and use corrective action to eliminate future occurrences.
11. Significant corrective action or counseling for student behavior and/or performance deficiencies will be conducted with at least two staff members.

Student Support

1. LRC
2. SASS
3. Basic Needs
4. Reporting

Academy Staff Evaluations:

1. **Full-Time Faculty-** Pursuant to Articles 11 of the CRFO contract, Full-Time Faculty will follow the evaluation process laid for either the probationary faculty or tenured faculty process.

2. **Associate Faculty:** Pursuant to Article 11.3.2 of the CRFO contract, A new associate faculty member will be evaluated in his or her first semester of employment as an associate faculty member with the District (excluding summer and winter intersessions) by the AFEC. Thereafter, the associate faculty member will be evaluated every 6th semester under contract with the District in a teaching assignment or the equivalent in hourly employment in a non-teaching assignment or as requested by the current AFEC
- **Subject Matter Experts:** While there is no District policy or contract mandating regular evaluations of SME's, feedback on their performance is solicited in the Academy Evaluations completed by the students and shared with SME's to provide a means of continuous self-improvement.

Driving District Vehicles:

Any individual who wishes to operate district-owned vehicles as part of their responsibilities within the Fire Technology Program must comply with specific requirements established to ensure safety and accountability. First, the individual must complete and submit an Auto Use Authorization Form (see Appendix H), which includes providing a valid driver's license. Additionally, all drivers are required to complete a Defensive Driving Course, which is offered by the district and must be renewed every two years. This course covers safe driving practices, hazard recognition, and district-specific vehicle operation protocols. Compliance with these requirements is mandatory before any individual is permitted to operate a district vehicle, and helps ensure the safety of students, staff, and the community.

College of the Redwoods

Fire Fighter Academy

Notice of Corrective Action

		Date:																	
Name	Rank	Company																	
<i>Skills Test Failure</i> <i>Policy/Procedure Violation</i> <i>Unacceptable Conduct/Behavior</i> <i>Cheating, Lying or Plagiarism</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px; width: 50%;"></td><td style="width: 50%;"></td></tr> <tr><td style="height: 20px;"></td><td></td></tr> <tr><td style="height: 20px;"></td><td></td></tr> <tr><td style="height: 20px;"></td><td></td></tr> </table>									<i>Tardiness</i> <i>Absenteeism</i> <i>Missed Required Instruction</i> <i>Non-Participation</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px; width: 50%;"></td><td style="width: 50%;"></td></tr> <tr><td style="height: 20px;"></td><td></td></tr> <tr><td style="height: 20px;"></td><td></td></tr> <tr><td style="height: 20px;"></td><td></td></tr> </table>								
Description of Violation:																			
Student Response:																			
Director's Comments:																			
First Notice ☐ Second Notice ☐ Third Notice ☐																			
Report must cover who, what, where, when and why. Student Rights: Grievance procedure as noted in college catalog																			
Academy Director Signature		Academy Coordinator Signature																	
Academy Instructors Signature																			
I certify that I have received a copy of this notice.																			
Student's Signature		Date																	



DATE: _____

INSTRUCTOR REQUESTING ACTION: _____

STUDENT: _____

CORRECTIVE MEMO – CADET

SUBJECT:

--

IMPACT:

--

REMEDY:

--

Signatures: _____
Student Signature

Academy Director



STATE FIRE TRAINING

INSTRUCTOR CODE OF ETHICS/CONDUCT

MISSION STATEMENT

The instructor, believing in the worth and dignity of every person, recognizes the importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The instructor accepts the responsibility to adhere to the highest ethical standards.

The instructor recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of peers, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. This code of ethics/conduct indicates the aspiration of all instructors and provides standards by which to judge conduct.

PRINCIPLE I

Commitment to the Student

The instructor strives to help each student realize his or her potential as a worthy and effective member of the fire service. The instructor therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the instructor...

- 1) Shall create a positive learning environment for all students.
- 2) Shall encourage students to think and act independently in their pursuit of learning.
- 3) Shall encourage critical thinking and expression of varying points of view.
- 4) Shall make reasonable effort to protect the student from physical conditions harmful to learning or to health and safety.
- 5) Shall not be under the influence of illicit drugs or alcohol during any portion of a class.
- 6) Shall foster and support the diversity each student brings to the classroom.
- 7) Shall treat all students with equal respect and provide equal opportunities.
- 8) Shall establish and maintain the student/instructor professional relationship.
- 9) Shall not intentionally expose the student to embarrassment or disparagement.
- 10) Shall promote an environment that is free of inappropriate racial, ethnic, religious, political, or sexual comments.
- 11) Shall not use profane or abusive language.
- 12) Shall maintain each student's right to privacy and confidentiality.
- 13) Shall do everything possible to impart knowledge relevant to student's success.

PRINCIPLE II

Commitment to the Training and Education Profession

The training and education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In fulfillment of the obligation to the profession, the instructor...

- 1) Shall be honest and above reproach when presenting their instructional qualifications by giving only accurate information.
- 2) Shall maintain classroom integrity by allowing only authorized instructors to teach.
- 3) Shall disclose information obtained in the course of professional service only when disclosure serves a compelling professional purpose or is required by law.
- 4) Shall maintain professional integrity by not accepting any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

PRINCIPLE III

Commitment to State Fire Training

In the belief that the quality of the services of the education profession directly influences the state and its citizens, the instructor shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the instructor...

- 1) Shall maintain exam integrity by not distributing old or new exams for student review.
- 2) Shall teach the course to meet the course objectives and course goals set by State Fire Training.
- 3) Shall administer the certification exam under direct, visual supervision.
- 4) Shall adhere to the policies and procedures of State Fire Training.
- 5) Shall monitor student attendance daily and document the approval of any absences.
- 6) Shall keep up-to-date on the topics they are registered to teach.
- 7) Shall not teach to the exam.
- 8) Shall adhere to all copyright laws.
- 9) Shall meet or exceed the course content requirements.
- 10) Shall use, at a minimum, the course materials identified by State Fire Training as required for the course.
- 11) Shall request course approval prior to course delivery in accordance with State Fire Training policy.
- 12) Shall return all State Fire Training class materials promptly and in accordance with State Fire Training policy.
- 13) Shall submit payment when obligated.
- 14) Shall confirm with the registrar that all students meet the course prerequisites.
- 15) Shall ensure the student/instructor ratio is maintained at all times.
- 16) Shall inform State Fire Training on any issues found with the curriculum or course delivery.
- 17) Shall report to State Fire Training information about classes and/or instructors that do not meet the standards required by State Fire Training.
- 18) Shall teach only a class or portions of class for which they are qualified.
- 19) Shall report to State Fire Training any negative or harmful classroom dynamics that occurred during the delivery of a State Fire Training class.
- 20) Shall not make false or malicious statements about State Fire Training.
- 21) Shall support the mission of State Fire Training at all times and assume the responsibility of an ambassador.

This agreement must be signed and filed with State Fire Training to be registered as an instructor.

PLEASE WRITE LEGIBLY

I HAVE READ, UNDERSTAND, AND AGREE TO COMPLY WITH STATE FIRE TRAINING'S INSTRUCTOR CODE OF ETHICS.

Date: _____ SS# (last 4 digits): _____

Name (Print): _____

Signature: _____

Address: _____

City/State/Zip: _____

Telephone: _____

Email Address: _____

If mailing in the agreement, please complete the information above and make a copy for your files. Return the original to:

**PACE II Coordinator
PO Box 944246
Sacramento, CA 94244-2460**



Acknowledgement of Voluntary Work

(A separate authorization is required each semester)

For _____ Semester 20____

Date/s Volunteered _____

Print Full Name: _____

Social Security Number or Employee Number: _____

Home Address: _____

Email Address _____

Telephone Number: Days _____ Evenings _____

I, _____, willingly volunteer my services to the Redwoods
Community College District in the way of time and labor in assisting the
_____ department in whatever way is deemed reasonable and
advisable.

This is to advise you that College of the Redwoods has adopted a Board Resolution to cover authorized volunteers for the purpose of workers' compensation insurance. Workers' compensation benefits will be provided in accordance with the California Labor Code for any injury or illness sustained while engaged in volunteer services to the College.

I fully accept and understand that while performing such service, I shall operate under the supervision of _____, during the _____ semester 20____.

Signature: _____ Date: _____

Supervisor's Signature _____

Approved by Department/Division Administrator: _____

Approved by Vice President: _____ Date: _____

Action by Board of Trustees: Approved: _____ Denied: _____ Date: _____



Employment Data Sheet – Temporary Short-Term/Substitute Classified

Employee ID #: _____

Department/Division Use Only

Requisition #: _____ Employment Start Date: _____
Position Code: _____ Employment End Date: _____
Position Title: _____ Hourly Rate: _____
Department/Division: _____
Location: _____
Supervisor: _____
Account Code: _____ Percent: _____
_____ Percent: _____
_____ Percent: _____

Name: _____
Last First Middle

Mailing Address: _____
Street City State Zip

Home Address (if different): _____
Street City State Zip

Home Phone #: _____ Cell Phone #: _____

How would you prefer to receive your paycheck? ☐ Pick up in Payroll ☐ Direct Deposit ☐ Mail to Mailing Address Listed Above

Emergency Notification

Name: _____ Address: _____

Relationship: _____ Phone #: _____

Are you currently an active member of:

PERS (Public Employees Retirement System): ☐ Full-time ☐ Part-time/Member not Employed ☐ Retired PERS ☐ No
STRS (State Teachers Retirement System): ☐ Full-time ☐ Part-time/ Member not Employed ☐ Retired STRS ☐ No

Do you have any relative(s) employed by the District? ☐ Yes ☐ No

If yes, name(s) and relationship(s): _____

Have you had a conviction for an offense other than traffic violations? ☐ Yes ☐ No

If yes, has it been cleared by the Director of Human Resources? ☐ Yes ☐ No

(Clearance is required prior to beginning employment. Failure to obtain clearance may be cause for dismissal.)

I declare that the information I have given is true and complete.

Employee Signature: _____ Date: _____

Authorized signature for the Redwoods Community College District

Human Resources Signature: _____ Date: _____



Classified Employment Application

Human Resources Office 7351 Tompkins Hill Rd., Eureka, CA 95501-9300; (707) 476-4140; Fax (707) 476-4421

Date _____

Name _____
Last First Middle

Address _____ Phone _____
Street and PO Box City State Zip

Email address _____ Title of position applying _____

Are you related to a District employee? ☐ Yes ☐ No

Name _____ Relationship _____ Department _____

Are you able to perform all functions of the job for which you are applying? ☐ Yes ☐ No

School or Institution	Name and Location	# of Years Completed	Did you Graduate?	Course of Study	Degree/ Certificate
High School			☐ Yes ☐ No		
Junior College			☐ Yes ☐ No		
Other College or University			☐ Yes ☐ No		
Graduate School			☐ Yes ☐ No		
Business, Trade, or Service Schools			☐ Yes ☐ No		

Employment History

Employer _____ Department _____ Address _____ _____ Supervisor _____ Supervisor Title _____ Phone _____	Job Title _____ Job Duties _____	Employed From _____ To _____ ☐ Full Time ☐ Part Time Hours per Week _____	Reason for Leaving _____
Employer _____ Department _____ Address _____ _____ Supervisor _____ Supervisor Title _____ Phone _____	Job Title _____ Job Duties _____	Employed From _____ To _____ ☐ Full Time ☐ Part Time Hours per Week _____	Reason for Leaving _____
Employer _____ Department _____ Address _____ _____ Supervisor _____ Supervisor Title _____ Phone _____	Job Title _____ Job Duties _____	Employed From _____ To _____ ☐ Full Time ☐ Part Time Hours per Week _____	Reason for Leaving _____

If currently employed, may we contact your present employer? ☐ Yes ☐ No

I agree to conform to district regulations concerning Tuberculin clearance, fingerprinting, and signing Drug-Free Workplace and Oath of Allegiance policy.

■ **Note:** The Immigration Reform Act of 1986 requires verification of the right to work in the United States as a condition of hire.

I declare that the information in this application is true and complete to the best of my knowledge and I authorize investigation of all statements herein recorded. I release from all liability persons and organizations reporting information required by this application. I understand that I will be subject to dismissal if any statement in this application is found to be untrue.

Signature _____

Date _____



Demographic Information, Drug-Free Workplace, and Oath of Allegiance

Name: _____

Demographic Information

Due to regulations set forth by the Federal Equal Employment Opportunity Commission and the California Community College Chancellor's Office, the Redwoods Community College District and all other institutions of higher learning are required to keep records on the ethnic status and gender of all applicants. This request for information has nothing to do with conditions of employment.

Ethnic Background (check all that apply):

- | | | |
|---------------------------------------|---|---|
| ☐ Chinese | ☐ Vietnamese | ☐ Guamanian |
| ☐ Asian Indian | ☐ Other Asian (not noted above) | ☐ Hawaiian |
| ☐ Japanese | ☐ Black Non-Hispanic | ☐ Samoan |
| ☐ Korean | ☐ Filipino | ☐ Other Pacific Islander |
| ☐ Laotian | ☐ Hispanic | ☐ White Non-Hispanic |
| ☐ Cambodian | ☐ American Indian/Alaskan Native | |

Gender: ☐ Male ☐ Female ☐ Nonbinary

US Citizen: ☐ Yes ☐ No

Veteran: ☐ Yes ☐ No

Disability*: ☐ Yes ☐ No

*Disability definition: a condition which substantially restricts one or more life activities and has a record of such impairment, and is regarded by others as having such impairment

Drug-Free Workplace

The Federal Office of Management and Budget has passed regulations that community colleges and other agencies must comply with in order to receive federal grants. This certification is required by the Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F.

Board of Trustees Policy 3550 was developed in accordance with the requirements of this act. All employees are being given a copy of the policy (on the reverse side) and agree to abide by its terms.

In compliance with the Drug Free Workplace Act of 1988, the College, as a recipient of federal funds, must certify that each employee is aware of our Drug-Free Workplace Policy 3550, and agree to abide by its terms.

Employee Signature: _____ Date: _____

Oath of Allegiance for Persons Employed by a School District in the State of California

I, _____, so solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

Employee Signature: _____ Date: _____

Taken, subscribed, and sworn before me on this _____ day of _____, 20____

Signature of Authorized Official: _____ Date: _____

Drug-Free Environment and Drug Prevention Program

The District shall be free from all illegal drugs and from the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees. Administrative Procedure 3560 permits the lawful possession, use or distribution of alcohol under specific, limited circumstances.

The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in all facilities under the control and use of the District.

Any student or employee who violates this policy may be subject to disciplinary action (consistent with local, state, and federal law), which may include referral to an appropriate rehabilitation program, suspension, demotion, expulsion or dismissal.

The President/Superintendent shall ensure that the District distributes annually to each student and employee, in accordance with Administrative Procedure 3550, the information required by the Drug-Free Schools and Communities Act and Code of Federal Regulations, Title 34, Part 86.

Drug-Free Workplace

The District is committed to maintaining a drug-free workplace in accordance with the requirements of the U.S. Drug-Free Workplace Act of 1988.

The District certifies that it will provide a drug-free workplace by:

1. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violation of such prohibition;
2. Making it a requirement that each employee be given a copy of the statement required by paragraph 1;
3. Notifying the employee that the employee will:
 - Abide by the terms of the statement;
 - Notify the District of any convictions of drug violations within five days;
4. Establishing a drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace;
 - The District's policy of maintaining a drug-free workplace;
 - Drug counseling, rehabilitation, and employee assistance program; and
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
5. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs 1, 2, 3, 4 and 5.

Adopted by Board of Trustees: August 7, 1989

Amended: February 3, 2015



Employment Eligibility Verification

Department of Homeland Security
U.S. Citizenship and Immigration Services

USCIS
Form I-9

OMB No.1615-0047

Expires 07/31/2026

START HERE: Employers must ensure the form instructions are available to employees when completing this form. Employers are liable for failing to comply with the requirements for completing this form. See below and the [Instructions](#).

ANTI-DISCRIMINATION NOTICE: All employees can choose which acceptable documentation to present for Form I-9. Employers cannot ask employees for documentation to verify information in **Section 1**, or specify which acceptable documentation employees must present for **Section 2** or Supplement B, Reverification and Rehire. Treating employees differently based on their citizenship, immigration status, or national origin may be illegal.

Section 1. Employee Information and Attestation: Employees must complete and sign Section 1 of Form I-9 no later than the **first day of employment**, but not before accepting a job offer.

Last Name (Family Name)		First Name (Given Name)		Middle Initial (if any)	Other Last Names Used (if any)		
Address (Street Number and Name)			Apt. Number (if any)	City or Town		State	ZIP Code
Date of Birth (mm/dd/yyyy)	U.S. Social Security Number		Employee's Email Address			Employee's Telephone Number	
I am aware that federal law provides for imprisonment and/or fines for false statements, or the use of false documents, in connection with the completion of this form. I attest, under penalty of perjury, that this information, including my selection of the box attesting to my citizenship or immigration status, is true and correct.		Check one of the following boxes to attest to your citizenship or immigration status (See page 2 and 3 of the instructions.):					
		☐ 1. A citizen of the United States					
		☐ 2. A noncitizen national of the United States (See Instructions.)					
		☐ 3. A lawful permanent resident (Enter USCIS or A-Number.)					
		☐ 4. A noncitizen (other than Item Numbers 2. and 3. above) authorized to work until (exp. date, if any)					
		If you check Item Number 4. , enter one of these:					
		USCIS A-Number	OR	Form I-94 Admission Number	OR	Foreign Passport Number and Country of Issuance	
Signature of Employee					Today's Date (mm/dd/yyyy)		

If a preparer and/or translator assisted you in completing Section 1, that person **MUST** complete the [Preparer and/or Translator Certification](#) on Page 3.

Section 2. Employer Review and Verification: Employers or their authorized representative must complete and sign **Section 2** within three business days after the employee's first day of employment, and must physically examine, or examine consistent with an alternative procedure authorized by the Secretary of DHS, documentation from List A OR a combination of documentation from List B and List C. Enter any additional documentation in the Additional Information box; see Instructions.

List A		OR	List B	AND	List C	
Document Title 1						
Issuing Authority						
Document Number (if any)						
Expiration Date (if any)						
Document Title 2 (if any)		Additional Information				
Issuing Authority						
Document Number (if any)						
Expiration Date (if any)						
Document Title 3 (if any)						
Issuing Authority		☐ Check here if you used an alternative procedure authorized by DHS to examine documents.				
Document Number (if any)						
Expiration Date (if any)						
Certification: I attest, under penalty of perjury, that (1) I have examined the documentation presented by the above-named employee, (2) the above-listed documentation appears to be genuine and to relate to the employee named, and (3) to the best of my knowledge, the employee is authorized to work in the United States.					First Day of Employment (mm/dd/yyyy):	
Last Name, First Name and Title of Employer or Authorized Representative			Signature of Employer or Authorized Representative		Today's Date (mm/dd/yyyy)	
Employer's Business or Organization Name College of the Redwoods			Employer's Business or Organization Address, City or Town, State, ZIP Code 7351 Tompkins Hill Road, Eureka, CA 95501			

For reverification or rehire, complete [Supplement B, Reverification and Rehire](#) on Page 4.

LISTS OF ACCEPTABLE DOCUMENTS

All documents containing an expiration date must be unexpired.

* Documents extended by the issuing authority are considered unexpired.

Employees may present one selection from List A or a combination of one selection from List B and one selection from List C.

Examples of many of these documents appear in the Handbook for Employers (M-274).

LIST A Documents that Establish Both Identity and Employment Authorization	OR	LIST B Documents that Establish Identity	AND	LIST C Documents that Establish Employment Authorization
1. U.S. Passport or U.S. Passport Card 2. Permanent Resident Card or Alien Registration Receipt Card (Form I-551) 3. Foreign passport that contains a temporary I-551 stamp or temporary I-551 printed notation on a machine-readable immigrant visa 4. Employment Authorization Document that contains a photograph (Form I-766) 5. For an individual temporarily authorized to work for a specific employer because of his or her status or parole: a. Foreign passport; and b. Form I-94 or Form I-94A that has the following: (1) The same name as the passport; and (2) An endorsement of the individual's status or parole as long as that period of endorsement has not yet expired and the proposed employment is not in conflict with any restrictions or limitations identified on the form. 6. Passport from the Federated States of Micronesia (FSM) or the Republic of the Marshall Islands (RMI) with Form I-94 or Form I-94A indicating nonimmigrant admission under the Compact of Free Association Between the United States and the FSM or RMI		1. Driver's license or ID card issued by a State or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address 2. ID card issued by federal, state or local government agencies or entities, provided it contains a photograph or information such as name, date of birth, gender, height, eye color, and address 3. School ID card with a photograph 4. Voter's registration card 5. U.S. Military card or draft record 6. Military dependent's ID card 7. U.S. Coast Guard Merchant Mariner Card 8. Native American tribal document 9. Driver's license issued by a Canadian government authority For persons under age 18 who are unable to present a document listed above: 10. School record or report card 11. Clinic, doctor, or hospital record 12. Day-care or nursery school record		1. A Social Security Account Number card, unless the card includes one of the following restrictions: (1) NOT VALID FOR EMPLOYMENT (2) VALID FOR WORK ONLY WITH INS AUTHORIZATION (3) VALID FOR WORK ONLY WITH DHS AUTHORIZATION 2. Certification of report of birth issued by the Department of State (Forms DS-1350, FS-545, FS-240) 3. Original or certified copy of birth certificate issued by a State, county, municipal authority, or territory of the United States bearing an official seal 4. Native American tribal document 5. U.S. Citizen ID Card (Form I-197) 6. Identification Card for Use of Resident Citizen in the United States (Form I-179) 7. Employment authorization document issued by the Department of Homeland Security For examples, see Section 7 and Section 13 of the M-274 on uscis.gov/i-9-central. The Form I-766, Employment Authorization Document, is a List A, Item Number 4. document, not a List C document.
Acceptable Receipts May be presented in lieu of a document listed above for a temporary period. For receipt validity dates, see the M-274.				
• Receipt for a replacement of a lost, stolen, or damaged List A document. • Form I-94 issued to a lawful permanent resident that contains an I-551 stamp and a photograph of the individual. • Form I-94 with "RE" notation or refugee stamp issued to a refugee.	OR	Receipt for a replacement of a lost, stolen, or damaged List B document.		Receipt for a replacement of a lost, stolen, or damaged List C document.

*Refer to the Employment Authorization Extensions page on [I-9 Central](#) for more information.

Reciprocal Self-Certification Form

Complete the following information and return this form to your employer within 10 business days to determine your eligibility for benefits in CalPERS. Only provide details for membership in the retirement systems found on the enclosed **List of Qualifying Reciprocal Retirement Systems in California** document.

Section 1: Member Information

Member Name

Date of Birth

CalPERS ID

Enrollment Date with this Employer

Are you a member of CalPERS with funds on deposit? ☐ Yes ☐ No

Are you a member of the defined benefit plan of one of the retirement systems listed on the enclosed List of Qualifying Reciprocal Retirement Systems in California? ☐ Yes ☐ No If yes, complete Section 2 with membership information for each qualifying reciprocal retirement system. Do not provide CalPERS data on this form. **If no, skip to Section 3.**

Section 2: Qualifying Reciprocal Membership Information

The data you provide must be validated with your reciprocal system. Failure to validate information may result in enrollment errors. Refer to the **List of Qualifying Reciprocal Retirement Systems in California** and only include details on this form for membership under the retirement systems listed, not employment covered by CalPERS.

1) Name of most recent reciprocal retirement system:

Membership date in most recent reciprocal system (MM/DD/YYYY):

Are you currently active with this reciprocal system? ☐ Yes ☐ No, provide separation date (or last activity date if a member of CalSTRS (MM/DD/YYYY):

Did you receive a refund from this reciprocal system? ☐ Yes ☐ No, provide refund date (MM/DD/YYYY):

Did you retire from this reciprocal system? ☐ Yes ☐ No, provide retirement date (MM/DD/YYYY):

Note: Provide details below for a second reciprocal system or additional membership periods, if applicable. If not, skip to Section 3.

2) Name of reciprocal retirement system:

Membership date (MM/DD/YYYY):

Are you currently active with this reciprocal system? ☐ Yes ☐ No, provide separation date (or last activity date if a member of CalSTRS (MM/DD/YYYY):

Did you refund from this reciprocal system? ☐ Yes ☐ No, provide refund date (MM/DD/YYYY):

Did you retire from this reciprocal system? ☐ Yes ☐ No, provide retirement date (MM/DD/YYYY):

Note: If you have additional reciprocal membership, attach a second form. If not, skip to Section 3.

Section 3: Sign and Certify

I understand that I am subject to the applicable laws and regulations of each system where I have membership. I also understand that completing this form will only determine my enrollment eligibility in CalPERS. It is not a request to establish reciprocity.

I certify that the information on this form has been verified with the qualifying reciprocal retirement system as true and correct and any information found to be incorrect may require corrections to my CalPERS account including, but not limited to, my retirement enrollment level or formula and adjustments to my member contributions. CalPERS may make any necessary corrections to my account to ensure I am properly enrolled and eligible to receive the correct retirement benefits.

Member Signature

Date

List of Qualifying Reciprocal Retirement Systems in California

Only provide membership information on the **Reciprocal Self-Certification** form for membership in the defined benefit plan of the following systems. **CalPERS data should not be included in Section 2 of the form.**

- Alameda County Employees' Retirement Association (ACERA)
- California State Teachers' Retirement System (CalSTRS) – Defined benefit (DB) plan only; cash balance plans not eligible
- City and County of San Francisco Employees' Retirement System (SFERS)
- City of Concord Retirement System*
- City of Costa Mesa Public Retirement System* – Safety only
- City of Delano Retirement System*
- City of Fresno Retirement System (CFRS)
- City of Pasadena Fire and Police Retirement System – Fire and police only
- City of San Clemente* - Miscellaneous only
- City of San Jose Office of Retirement Services – Safety and miscellaneous
- Contra Costa County Employees' Retirement Association (CCCERA)
- Contra Costa Water District (CCWD)
- East Bay Municipal Utility District (EBMUD)
- East Bay Regional Park District – Safety only
- Fresno County Employees' Retirement Association (FCERA)
- Imperial County Employees' Retirement Association (ICERS)
- Judges Retirement System II (JRS II)
- Kern County Employees' Retirement Association (KCERA)
- Legislators' Retirement System (LRS)
- Los Angeles City Employees' Retirement System (LACERS) – Miscellaneous only; L.A. Fire and Police Pension System and L.A. Water and Power Employees' Retirement System not eligible
- Los Angeles County Employees' Retirement Association (LACERA)
- Los Angeles County Metropolitan Transportation Authority* (LACMTA)
- Marin County Employees' Retirement Association (MCERA)
- Mendocino County Employees' Retirement Association (MCERA)
- Merced County Employees' Retirement Association (MCERA)
- Oakland Municipal Employees' Retirement System (City of Oakland)* – Miscellaneous only
- Orange County Employees' Retirement System (OCERS)
- Sacramento City Employees' Retirement System*
- Sacramento County Employees' Retirement System (SCERS) – DB plan only; cash balance plans not eligible
- San Bernardino County Employees' Retirement Association (SBCERA)
- San Diego City Employees' Retirement System (SDCERS) – DB plan only; cash balance plans not eligible
- San Diego County Employees' Retirement Association (SDCERA)
- San Joaquin County Employees' Retirement Association (SJCERA)
- San Luis Obispo County Pension Trust (SLOCPT)
- San Mateo County Employees' Retirement Association (SamCERA)
- Santa Barbara County Employees' Retirement System (SBCERS)
- Sonoma County Employees' Retirement Association (SCERA)
- Stanislaus County Employees' Retirement Association (StanCERA)
- Tulare County Employees' Retirement Association (TCERA)
- University of California Retirement Program (UCRP) – DB plan only; cash balance plans not eligible
- Ventura County Employees' Retirement Association (VCERA)

***CalPERS-covered agency** – *Only include details on this form if you were a member under the reciprocal retirement systems listed and not CalPERS-covered

CalPERS Privacy Notice

The privacy of personal information is of the utmost importance to CalPERS. The following information is provided to you in compliance with the Information Practices Act of 1977 and the Federal Privacy Act of 1974.

Information Purpose

The information requested is collected pursuant to the Government Code (sections 20000 et seq.) and will be used to conduct CalPERS Board of Administration duties under the Public Employees' Retirement Law, the Social Security Act, and/or the Public Employees' Medical and Hospital Care Act, as the case may be. Submission of the requested information is mandatory. Failure to submit the required information may result in CalPERS being unable to perform its functions regarding your status.

Please do not include information that is not requested.

Social Security Numbers

Social Security numbers are collected either on a mandatory or voluntary basis. If this is CalPERS' first request for disclosure of your Social Security number, then disclosure is mandatory. If your Social Security number has already been provided, disclosure is voluntary. Due to the use of Social Security numbers by other agencies for identification purposes, we may be unable to verify eligibility for benefits without the number.

Social Security numbers are used for the following purposes:

1. Enrollee identification
2. Payroll deduction/state contributions
3. Billing of contracting agencies for employee/employer contributions
4. Reports to CalPERS and other state agencies
5. Coordination of benefits among carriers
6. Resolving member appeals, complaints, or grievances with health plan carriers

Information Disclosure

Portions of this information may be transferred to other state agencies (such as your employer), physicians, and insurance carriers, but only in strict accordance with current statutes regarding confidentiality.

Your Rights

You have the right to review your membership files maintained by CalPERS. For questions about this notice, our Privacy Policy, or your rights, write to:

CalPERS

CalPERS Privacy Officer
400 Q Street
Sacramento, CA 95811

You may also call us at **888 CalPERS** (or **888-225-7377**).

Employee's Withholding Certificate

OMB No. 1545-0074

Complete Form W-4 so that your employer can withhold the correct federal income tax from your pay.**Give Form W-4 to your employer.****Your withholding is subject to review by the IRS.****2025****Step 1:**
Enter
Personal
Information

(a) First name and middle initial	Last name	(b) Social security number
Address		Does your name match the name on your social security card? If not, to ensure you get credit for your earnings, contact SSA at 800-772-1213 or go to www.ssa.gov .
City or town, state, and ZIP code		
(c) ☐ Single or Married filing separately ☐ Married filing jointly or Qualifying surviving spouse ☐ Head of household (Check only if you're unmarried and pay more than half the costs of keeping up a home for yourself and a qualifying individual.)		

TIP: Consider using the estimator at www.irs.gov/W4App to determine the most accurate withholding for the rest of the year if: you are completing this form after the beginning of the year; expect to work only part of the year; or have changes during the year in your marital status, number of jobs for you (and/or your spouse if married filing jointly), dependents, other income (not from jobs), deductions, or credits. Have your most recent pay stub(s) from this year available when using the estimator. At the beginning of next year, use the estimator again to recheck your withholding.

Complete Steps 2–4 ONLY if they apply to you; otherwise, skip to Step 5. See page 2 for more information on each step, who can claim exemption from withholding, and when to use the estimator at www.irs.gov/W4App.

Step 2:
Multiple Jobs
or Spouse
Works

Complete this step if you (1) hold more than one job at a time, or (2) are married filing jointly and your spouse also works. The correct amount of withholding depends on income earned from all of these jobs.

Do **only one** of the following.

(a) Use the estimator at www.irs.gov/W4App for the most accurate withholding for this step (and Steps 3–4). If you or your spouse have self-employment income, use this option; **or**

(b) Use the Multiple Jobs Worksheet on page 3 and enter the result in Step 4(c) below; **or**

(c) If there are only two jobs total, you may check this box. Do the same on Form W-4 for the other job. This option is generally more accurate than (b) if pay at the lower paying job is more than half of the pay at the higher paying job. Otherwise, (b) is more accurate ☐

Complete Steps 3–4(b) on Form W-4 for only ONE of these jobs. Leave those steps blank for the other jobs. (Your withholding will be most accurate if you complete Steps 3–4(b) on the Form W-4 for the highest paying job.)

Step 3: Claim Dependent and Other Credits	If your total income will be \$200,000 or less (\$400,000 or less if married filing jointly):		
	Multiply the number of qualifying children under age 17 by \$2,000 \$ _____		
	Multiply the number of other dependents by \$500 \$ _____		
	Add the amounts above for qualifying children and other dependents. You may add to this the amount of any other credits. Enter the total here	3	\$ _____
Step 4 (optional): Other Adjustments	(a) Other income (not from jobs). If you want tax withheld for other income you expect this year that won't have withholding, enter the amount of other income here. This may include interest, dividends, and retirement income	4(a)	\$ _____
	(b) Deductions. If you expect to claim deductions other than the standard deduction and want to reduce your withholding, use the Deductions Worksheet on page 3 and enter the result here	4(b)	\$ _____
	(c) Extra withholding. Enter any additional tax you want withheld each pay period	4(c)	\$ _____

Step 5:
Sign
Here

Under penalties of perjury, I declare that this certificate, to the best of my knowledge and belief, is true, correct, and complete.

Employee's signature (This form is not valid unless you sign it.)

Date

Employers
Only

Employer's name and address

College of the Redwoods
7351 Tompkins Hill Rd.
Eureka, CA 95501

First date of
employment

Employer identification
number (EIN)

94-2022980

Employee's Withholding Allowance Certificate

Complete this form so that your employer can withhold the correct California state income tax from your paycheck.

Enter Personal Information	
First, Middle, Last Name	Social Security Number
Address	Filing Status
City State ZIP Code	☐ Single or Married (with two or more incomes) ☐ Married (one income) ☐ Head of Household

1. Use Worksheet A for Regular Withholding allowances. Use other worksheets on the following pages as applicable.

1a. Number of Regular Withholding Allowances (Worksheet A) 0

1b. Number of allowances from the Estimated Deductions (Worksheet B, if applicable.) 0

1c. Total Number of Allowances you are claiming 0

2. Additional amount, if any, you want withheld each pay period (if employer agrees), (**Worksheet C**)
OR

Exemption from Withholding

3. I claim exemption from withholding for 2023, and I certify I meet both of the conditions for exemption. (Check box here) ☐

OR

4. I certify under penalty of perjury that I am **not subject** to California withholding. I meet the conditions set forth under the Service Member Civil Relief Act, as amended by the Military Spouses Residency Relief Act and the Veterans Benefits and Transition Act of 2018. (Check box here) ☐

Under the penalties of perjury, I certify that the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled or, if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's Signature _____ Date _____

Employer's Section: Employer's Name and Address College of the Redwoods 7351 Tompkins Hill Rd. Eureka, CA 95501	California Employer Payroll Tax Account Number 824-5221-0
---	--

Purpose: This certificate, DE 4, is for **California Personal Income Tax (PIT)** withholding purposes only. The DE 4 is used to compute the amount of taxes to be withheld from your wages, by your employer, to accurately reflect your state tax withholding obligation.

Beginning January 1, 2020, *Employee's Withholding Allowance Certificate* (Form W-4) from the Internal Revenue Service (IRS) will be used for federal income tax withholding **only**. You must file the state form *Employee's Withholding Allowance Certificate* (DE 4) to determine the appropriate California PIT withholding.

If you do not provide your employer with a withholding certificate, the employer must use Single with Zero withholding allowance.

Check Your Withholding: After your DE 4 takes effect, compare the state income tax withheld with your estimated total annual tax. For state withholding, use the worksheets on this form.

Exemption From Withholding: If you wish to claim exempt, complete the federal Form W-4 and the state DE 4. You may claim exempt from withholding California income tax if you meet both of the following conditions for exemption:

1. You did not owe any federal/state income tax last year, and
2. You do not expect to owe any federal/state income tax this year. The exemption is good for one year.

If you continue to qualify for the exempt filing status, a new DE 4 designating **exempt** must be submitted by February 15 each year to continue your exemption. If you are not having federal/state income tax withheld this year but expect to have a tax liability next year, you are required to give your employer a new DE 4 by December 1.

Member Service Civil Relief Act: Under this act, as provided by the Military Spouses Residency Relief Act and the Veterans Benefits and Transition Act of 2018, you may be exempt from California income tax withholding on your wages if

- (i) Your spouse is a member of the armed forces present in California in compliance with military orders;
- (ii) You are present in California solely to be with your spouse; and
- (iii) You maintain your domicile in another state.

If you claim exemption under **this** act, **check the box on Line 4**. You may be required to provide proof of exemption upon request.



Direct Deposit Authorization Request

Name: _____ Employee ID #: _____

Direct deposit is available (at no cost) to all permanent staff and Associate Faculty.

Funds will be deposited into your account(s) automatically every payday.

A record of earnings (Pay Advice) will be posted to your WebAdvisor account under the Employees tab.

Net pay may be deposited into one or two accounts.

If you have any questions, contact the Payroll Office at 707-476-4129.

Account 1: ☐ Net Check or ☐ Specify amount \$: _____
(remaining amount will be deposited in Account 2.)

Attach a "VOID", pre-printed check

OR

documentation from your banking institution with your name, routing number, and account number.
(Deposit slips are not accepted.)

Account 2: If depositing into two accounts, the remainder will be deposited into this account.

Attach a "VOID", pre-printed check

OR

documentation from the banking institution with your name, routing number, and account number.
(Deposit slips are not accepted.)

- I am an employee of the Redwoods Community College District (herein after referred to as the College). I authorize the College and the financial institution shown on the attached check(s)/letter(s) to deposit my monthly net pay into my account(s) as shown. I shall hold harmless and indemnify the College, its officers and employees from any claim or demand of whatever nature including those based upon negligence of the officers and employees, brought by any person, including any banking institution, against the College in its capacity concerning the payroll check disposition provided by the College.
- I understand it is my responsibility to ensure that my net check has been properly credited to my account(s) before issuing checks against these accounts. If funds to which I am not entitled are deposited, I hereby authorize the College either to direct the financial institution to return such funds or to request a stop payment of the direct deposit and to issue a check for the correct amount. Direct deposit fund transfers takes effect one month following receipt of this completed authorization agreement after a successful prenote test has occurred through the banking system. This completed request is for the monthly disposition of my paycheck from the effective date specified until I have signed the cancellation section below. (Note: Associate Faculty deposits will be cancelled after two semesters with no contract activity.)

Employee Signature: _____ Date: _____

Cancellation: I hereby request that direct deposits to the account number(s) above be discontinued effective on the next payroll after receipt of this request by the College Payroll Office.

Employee Signature: _____ Date: _____

HOLD HARMLESS AGREEMENT

This Hold Harmless Agreement is entered into on this ____ day of _____, 20____, by Instructor _____ and between Redwood Community College District (RCCD) Fire Academy, located at 7351 Tompkins Hill Rd Eureka, CA.

1. PURPOSE

The purpose of this Agreement is to outline the responsibilities and liabilities associated with the use of Academy gear and equipment by the Instructor during training sessions, drills, and other instructional activities.

2. ASSUMPTION OF RISK

The Instructor acknowledges that firefighting and related training activities involve inherent risks, including but not limited to personal injury, property damage, and death. The Instructor voluntarily assumes all risks associated with the use of their department gear and equipment during use at the RCCD fire academy.

3. RELEASE AND WAIVER

The Instructor hereby releases, waives, and discharges RCCD, its officers, directors, employees, agents, and representatives from any and all claims, liabilities, demands, damages, or causes of action arising from the Instructor's use of Academy gear and equipment, including but not limited to:

- Personal injury or death;
- Property damage or loss;
- Any claims by third parties resulting from the Instructor's actions.

4. INDEMNIFICATION

The Instructor agrees to indemnify, defend, and hold harmless the RCCD Fire Academy and its affiliates from any claims, liabilities, damages, or expenses (including reasonable attorney fees) arising from the Instructor's use of their department gear and equipment, including any misuse, negligence, or failure to follow safety protocols.

5. SEVERABILITY

If any provision of this Agreement is found to be invalid or unenforceable, the remaining provisions shall remain in full force and effect.

6. ACKNOWLEDGMENT

By signing below, the Instructor acknowledges that they have read and understand this Agreement, and voluntarily agree to its terms.

Instructor Name: _____

Instructor Signature: _____ Date: _____



Temporary Employee Timesheet

Name: _____

Months/Year: _____

Employee ID #: _____

Department: _____

Position: _____

NOTE: Round Time to Nearest Quarter Hour (ie: 00, 15, 30, 45)

Day	Time		Time		Total Hours
	In	Out	In	Out	
Example	8:15 AM	12:15 PM	12:45 PM	4:15 PM	7.50
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
Total Hours					0.00

*I certify that this is a true statement of hours worked.

Employee Signature _____ Date _____

Supervisor Signature _____ Date _____

Departments *MUST* complete this section before forwarding to the Payroll Office.

Days worked this period: _____

Requisition #: _____

Budget Code: _____

PAYROLL OFFICE USE ONLY

Reg. Hrs. _____ @ \$ _____

OT Hrs. _____ @ \$ _____

Audited: _____

Paid on: _____

Temporary Timesheet Information

1. If you work more than 5 hours in any day, California law requires that you take an unpaid 30-minute meal break before the end of your 5th hour of work. Please note this break on your timesheet.
2. Timesheets should include all hours worked from the 21st of the previous month through the 20th of the current month (ie: July 21 – August 20).
3. Send your signed timesheet to your supervisor for signature on the 21st of each month. Timesheets submitted late to the Payroll Office may result in having to wait until the next pay period for your paycheck.
4. Paychecks will be available for pick up in the Payroll Office (8:00am – 4:30pm) unless you have requested that your paycheck be mailed.

Time Period	Timesheet Due to Supervisor	Paycheck Available*
July 21 – August 20	August 21 st	September 10 th
August 21 – September 20	September 21 st	October 10 th
September 21 – October 20	October 21 st	November 10 th
October 21 – November 20	November 21 st	December 10 th
November 21 – December 20	December 21 st	January 10 th
December 21 – January 20	January 21 st	February 10 th
January 21 – February 20	February 21 st	March 10 th
February 21 – March 20	March 21 st	April 10 th
March 21 – April 20	April 21 st	May 10 th
April 21 – May 20	May 21 st	June 10 th
May 21 – June 20**	June 21 st	July 10 th
June 21 – June 30**	July 1 st	July 10 th
July 1 – July 20	July 21 st	August 10 th
* If the 10th falls on a weekend or College holiday or College closure on a Friday during summer months, employees will be paid on the preceding business day. **The District's fiscal year ends June 30th. All temporary employees till turn in 2 timesheets for the time period June 21 – July 20.		

Questions - Please contact the Payroll Office at 707-476-4129



Injury Report - Student

Name of Injured Student: _____ Student CR ID #: _____

Mailing Address: _____
Street City State Zip

Department: _____ Location: _____

Date of Injury: _____ Time of Injury: _____ ☐ AM ☐ PM

Date Injury Reported: _____ Time Injury Reported: _____ ☐ AM ☐ PM

1. Exact campus location of injury.

2. List of witnesses.

3. Describe injury and body parts involved.

4. Details of first-aid or medical treatment provided.

5. Description of activity at time of injury.

6. What unsafe conditions/actions contributed to the injury?

7. What steps have been taken to prevent similar injuries?

8. Recommendations for additional action.

I declare that the information I have given is true and complete.

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____



Injury Report - Employee

Name of Injured Employee: _____ Employee ID #: _____

Department: _____ Location: _____

Date of Injury: _____ Time of Injury: _____ ☐ AM ☐ PM

Date Injury Reported: _____ Time Injury Reported: _____ ☐ AM ☐ PM

1. Exact campus location of injury.

2. List of witnesses.

3. Describe injury and body parts involved.

4. Details of first-aid or medical treatment provided.

5. Description of activity at time of injury.

6. What unsafe conditions/actions contributed to the injury?

7. What steps have been taken to prevent similar injuries?

8. Recommendations for additional action.

I declare that the information I have given is true and complete.

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____



College of the Redwoods Automobile Use Permission Form

FISCAL YEAR 2024-2025

Please complete this form with your manager prior to any travel.

Please check
appropriate box:

Employee

Temp Employee

Student

Volunteer

Name: _____ CR ID #: _____ (Employee ID or Student ID)

Department: _____

Driver's License: _____ Expiration Date: _____

Year & Make of Auto: _____ License Plate No.: _____

Insurance Carrier/Agent: _____

Phone: _____

Policy Number: _____ Expiration: _____

Liability Limits: _____

Driving Restrictions: _____

I certify the above information is correct, current and the insurance coverage is in force. I understand I must advise the District, in writing, of any changes to the above information. I further certify that the above vehicle is mechanically safe.

Owner of Vehicle

Signature _____

Date _____

Driver

Signature _____

Date _____

The District strongly encourages employees to rent a vehicle for District-related travel. Rental vehicles are to be procured through the *Enterprise* account using the District's Corporate Account Number: **DB30H13**.

If you choose to drive your personal automobile while on District business and you are involved in an accident, by law, your liability insurance policy is used. The District does not cover, nor is it responsible for any damages to your vehicle.

APPROVED BY:

Manager: _____ Signature: _____ Date: _____

Senior Staff: _____ Signature: _____ Date: _____



Appendix J

**MOU's Humboldt Bay Fire &
Fortuna Fire Protection District**

**Memorandum of Understanding
Between
Redwoods Community
College District and
Humboldt Bay Fire**

Term of the Agreement: July 1, 2025 through June 30, 2028

I. Purpose and Parties

The purpose of this MOU is to document a rental agreement for use of Humboldt Bay Fire's training facility between College of the Redwood (CR) and Humboldt Bay Fire, with First Responder Training

II. Rates:

Hilfiker Regional Training Facility Use \$40/hour or \$300/day

Classroom Rental Fees- Station 1 Classroom

1st 3 hours	\$50
Each additional hour	\$25
10 hour rate	\$140
Entire day (11+ hours)	\$180

Classroom Rental Fees - 3030 L Street

1st 3 hours	\$90
Each additional hour	\$25
10 hour rate	\$240
Entire Day (11+ hours)	\$300

III. RCCD Responsibilities

RCCD will notify Humboldt Bay Fire a minimum of 2 weeks prior to any request / reservation for use or cancellation of reservation.

RCCD will pay Humboldt Bay Fire within 30 days of receipt of the invoice for the use of the facilities.

IV. Humboldt Bay Fire Responsibilities

Humboldt Bay Fire will invoice RCCD within 30 days of use for rental of the facilities.

V. Term

The parties intend for this MOU to become effective retroactively to June 1, 2025 and remain in effect until June 30, 2028. Either party may terminate this MOU with or without cause by providing at least a sixty (60) days written notice to the other party of its intention to terminate this MOU.

VI. Privacy

RCCD and Humboldt Bay Fire will comply with all state and federal education privacy laws and policies, including but not limited to, the California Education Code, the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). RCCD and Humboldt Bay Fire will not disclose any personally identifiable information to the other or to a third party except upon written consent of the participating adult learner or as otherwise permitted by law.

VII. Indemnity

Humboldt Bay Fire agrees to defend, indemnify, and hold harmless RCCD (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of Humboldt Bay Fire, its director, agents, officers, or employees relating to Humboldt Bay Fire duties and obligations described in this MOU or imposed by law.

RCCD agrees to defend, indemnify, and hold harmless Humboldt Bay Fire (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of RCCD, its director, agents, officers, or employees relating to CR's duties and obligations described in this MOU or imposed by law.

It is the intention of the parties that this section imposes on each party responsibility to the other for the acts and omissions of their respective officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply.

VIII. Modification

Any changes to this MOU must be agreed to in writing by both parties. Should changes in legislation or the State budget occur that necessitate revision of this MOU, Humboldt Bay Fire and RCCD shall meet to revise accordingly.

IX. Independent Agencies

This MOU is by and between two independent agencies, RCCD and Humboldt Bay Fire, and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association between the two independent agencies. The parties shall be expected to independently comply with all relevant laws, including those regarding worker's compensation.

X. Nondiscrimination

Any service provided by either party pursuant to this MOU shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

XI. Insurance

Both parties shall maintain in full force Commercial Liability Insurance with limits of no less than \$1,000,000 per occurrence; \$2,000,000 aggregate. Such requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance coverage shall be furnished upon request by Humboldt Bay Fire or RCCD.

XII. Assignment and Successors.

Neither party may transfer or assign its rights or obligations under this MOU, in part or in whole. This MOU is binding on the heirs, successors, and permitted assigns of the parties hereto.

XIII. Choice of Law and Venue.

This MOU shall be governed by California law, and venue shall be in the County of Humboldt, California, and no other place.

XIV. Severability.

If any provision of this MOU is determined to be illegal, invalid, or unenforceable, in part or in whole, the remaining provisions, or portions of the MOU shall remain in full force and effect.

XV. Entire Agreement.

This MOU constitutes the final, complete, and exclusive statement of the terms of the agreement between the parties regarding the subject matter of this MOU and supersedes all prior written or oral understandings or agreements of the parties.

XVI. Waiver.

No waiver of a breach, failure of any condition, or any right or remedy contained in or granted by the provisions of this MOU shall be effective unless it is in writing and signed by the party waiving the breach, failure, right, or remedy. No waiver of any breach, failure, right, or remedy shall be deemed a waiver of any other breach, failure, right, or remedy, whether or not similar, nor shall any waiver constitute a continuing waiver unless the writing so specifies.

XVII. Authorization.

Each individual executing this MOU, or its counterpart, on behalf of the respective party, warrants that he/she is authorized to do so and that this MOU constitutes the legally binding obligation of the entity which he/she represents.

XVIII. Execution of Agreement

This MOU may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

Redwood Community College District

Julia Morrison

Name

VP Administrative Services

Title

Julia Morrison

Signature

08/24/2025

Date

Humboldt Bay Fire

Tim Citro

Name

Fire Chief

Title

Timothy Citro

Timothy Citro (Aug 25, 2025 08:52:38 PDT)

Signature

08/25/2025

Date

Memorandum of Understanding Between Redwoods Community College District and Fortuna Fire Protection District

Terms of the Agreement: July 1, 2024, through June 30, 2025

I. Purpose and Parties.

The purpose of this MOU is to document a use agreement for Fortuna Fire Protection District's (FFPD) training facility between College of the Redwoods (RCCD) and Fortuna Fire Protection District, for Fire Fighter First Responder Training.

II. Rates:

Fortuna Training Facility Use	\$20/hour or \$180/day
--------------------------------------	-------------------------------

III. RCCD Responsibilities:

- RCCD will notify Fortuna Fire Protection District a minimum of 2 weeks prior to any request / reservation for use or cancellation of reservation.
- RCCD will pay Fortuna Fire Protection District within 30 days of receipt of the invoice for the use of the facility.
- RCCD will resupply propane that was used in props after use at the going rate.

IV. FFPD Responsibilities:

Fortuna Fire Protection District will invoice RCCD within 30 days of use for rental of the facility.

V. Term.

The parties intend for this MOU to become effective retroactively to June 1, 2024, and remain in effect until June 30, 2025. Either party may terminate this MOU with at least sixty (60) days written notice to the other party of its intention to terminate this MOU.

VI. Privacy.

RCCD and FFPD will comply with all state and federal education privacy laws and policies, including but not limited to, the California Education Code, the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). RCCD and FFPD will not disclose any personally identifiable information to the other or to a third party except upon written consent of the participating adult learner or as otherwise permitted by law.

VII. Indemnity.

FFPD agrees to defend, indemnify, and hold harmless RCCD (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of FFPD, its director, agents, officers, or employees relating to FFPD's duties and obligations described in this MOU or imposed by law.

RCCD agrees to defend, indemnify, and hold harmless FFPD (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts of omission of RCCD, its director, agents, officers, or employees relating to RCCD's duties and obligations described in this MOU or imposed by law.

It is the intention of the parties that this section imposes on each party responsibility to the other for acts and omissions of their respective officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply.

VIII. Modification.

Any changes to this MOU must be agreed to in writing by both parties. Should changes in legislation or the State budget occur that necessitate revision of this MOU, FFPD and RCCD shall meet to revise accordingly.

IX. Independent Agencies.

This MOU is by and between two independent agencies, RCCD and FFPD, and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association between the two independent agencies. The parties shall be expected to independently comply with all relevant laws, including those regarding worker's compensation.

X. Nondiscrimination.

Any service provided by either party pursuant to this MOU shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

XI. Insurance.

Both parties shall maintain in full force Commercial Liability Insurance with limits of no less than \$1,000,000 per occurrence; \$2,000,000 aggregate. Such requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance coverage shall be furnished upon request by FFPD or RCCD.

XII. Assignment and Successors.

Neither party may transfer or assign its rights or obligations under this MOU, in part or in whole. This MOU is binding on the heirs, successors, and permitted assigns of the parties hereto.

XIII. Choice of Law and Venue.

This MOU shall be governed by California law, and venue shall be in the County of Humboldt, California, and no other place.

XIV. Severability.

If any provision of this MOU is determined to be illegal, invalid, or unenforceable, in part or in whole, the remaining provisions, or portions of the MOU shall remain in full force and effect.

XV. Entire Agreement.

This MOU constitutes the final, complete, and exclusive statement of the terms of the agreement between the parties regarding the subject matter of this MOU and supersedes all prior written or oral understandings or agreements of the parties.

XVI. Waiver.

No waiver of a breach, failure of any condition, or any right or remedy contained in or granted by the provisions of this MOU shall be effective unless it is in writing and signed by the party waiving the breach, failure, right, or remedy. No waiver of any breach, failure, right, or remedy shall be deemed a waiver of any other breach, failure, right, or remedy, whether or not similar, nor shall any waiver constitute a continuing unless the writing so specifies.

XVII. Authorization.

Each Individual executing this MOU, or its counterpart, on behalf of the respective party, warrants that he/she is authorized to do so and that this MOU constitutes the legally binding obligation of the entity which he/she represents.

XVIII. Joint Representation.

Each party to this MOU has received a full written disclosure and understands that School and College Legal Services of California ("SCLS") provides legal services to each of the parties. Each party agrees that following such disclosure it consented in writing to joint legal representation by SCLS for the limited purpose of drafting/reviewing this MOU.

XIX. Execution of Agreement.

This MOU may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

Redwoods Community College District

Julia Morrison

Name

VP, Administrative Services

Fortuna Fire Protection District

Kyle A. Kertscher

Name

Kyle A. Kertscher

Division Chief

Title

Julia Morrison

Signature

Dec 9, 2024

Date

Title

Kyle A. Kersch

Signature

Dec 11, 2024

Date



Appendix K

Cadet Manual



College of the Redwoods Fire Academy
Class #8
FT - 121
Spring 2025

COLLEGE OF THE REDWOODS

FIRE FIGHTER ACADEMY CADET MANUAL

Welcome Cadet!

We are excited to have you join the College of the Redwoods Firefighter Academy. Completing this academy will earn nine (9) college credits and a Certificate of Completion in wildland and structural firefighting. Students will gain the knowledge and skills necessary to perform the duties of an entry-level wildland fire fighter, as required by the California Department of Forestry and Fire Protection (CAL FIRE). Upon successful completion of the training, Cadets will meet the minimum requirements to test for State Fire Training IFSAC/ProBoard Fire fighter 1.

Academy Start Date

The Academy will begin on **Tuesday January 21, 2025, at 0800** at the Eureka College of the Redwoods Campus in AJ -108

About This Manual

This manual contains essential information about the Academy's rules, regulations, equipment, materials, and uniform requirements. You are required to read it thoroughly to understand how the Academy operates and what is expected of you.

Academy Overview

The College of the Redwoods (CR) Firefighter Academy, launched in 2019, is a partnership with the Cal Fire Humboldt Del Norte Unit (HUU) and multiple local Volunteer and Career Departments within Humboldt & Del Norte counties. The Academy is a 512-hour course that meets or exceeds the requirements for Cal Fire Firefighter. Training sessions will take place at various locations throughout Humboldt County.

This is a very intense Academy over 12 weeks requiring significant discipline, study, and practice to pass the modules. Students must be diligent in completing assignments, studying, and putting in extra time for skills to be successful.

Our goal is to ensure your success by providing a supportive and challenging environment where you can develop the skills needed to thrive as a professional firefighter.

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Section 1: General Information

The College of the Redwoods Firefighter Academy is a comprehensive training program designed to equip students with the skills and knowledge necessary to excel as an entry-level fire fighter. The curriculum is based on the standards set by NFPA 1001, ensuring that students receive excellent training in wildland and structural firefighting rescue, and medical emergency response training as part of an organized firefighting crew. Additionally, students will learn the basics of hazardous materials response, firefighter survival, and fire service organization.

This course will offer basic, entry-level firefighting training for individuals who are seeking a career with state, federal and local fire departments. It is based on four (4) modules standardized by State Fire Training as components of Fire Fighter 1 certification that meets entry-level requirements for fire fighters. Upon successful completion of the course, students will receive certificates for the following:

- **State Fire Training**
- **Fire Fighter 1-A: Structure**
- **Fire Fighter 1-B: Hazardous Materials (FRO & FRA)**
- **Fire Fighter 1-C: Wildland**
- **Fire Fighter 1-D: CalFire Protection Orientation**
- SFT Confined Space Awareness (SFT 8 hours)
- SFT Firefighter Survival (SFT 16 hours)
- **NWCG**
- S-190 Intro to Wildland Fire Behavior (8 hours)
- S-130 Federal Wildland Firefighter (online)
- S-131 (online)
- L-180 Human Factors Influencing Wildland Firefighting (online)
- S-110 Basic Fire Fighter Orientation (online)
- Public Safety-First Aid, CPR, AED, and Tactical Casualty Care (40 hours)
- I-100 Introduction to the Incident Command System (online)
- I-200 ICS for Single Resources and Initial Action Incidents (online)
- IS-700 Introduction to National Incident Management System (online)
- IS-800 National Response Framework (online)
- DGS Defensive Driving (online)
- Wildland Safety & Survival
- EEO
- Cal Fire Swift Water Awareness (online)
- C-212 CalFire Chainsaw Awareness

Academy students are designated as "Cadet" through the Academy. Instructors will be addressed by their fire department rank unless directed otherwise.

The mission of the Fire Academy is to develop professional fire fighters who are well-prepared to handle the demands of the job. The Academy will present a comprehensive array of technical information over the 512-hour course. Cadets are encouraged to stay motivated, devote time to studying, and actively participate in mastering both practical and physical skills. Success requires effort from both instructors and students, and the instructors are here to support every step of the way.

Our instructors are aware that Cadets may face challenges through the Academy and are dedicated to supporting success. If Cadets have any questions or need help, please don't hesitate to reach out. Remember, everyone has their own strengths and weaknesses, and teamwork is a cornerstone of the fire service.

If Cadets require academic accommodation or materials in alternate media, please contact the Academy Director as soon as possible.

Fire Technology Assistant Professor & Academy Director

Sean Robertson, Fire Chief, Humboldt Bay Fire (retired)

sean-robertson@redwoods.edu 707-599-5833

Fire Technology Associate Professor

Sean Wilson, Battalion Chief, Cal Fire

Sean.P.Wilson@fire.ca.gov

Fire Coordinator

Matt Berry, Fire Engineer, Cal Fire

Matt.Berry@fire.ca.gov

Please respect the privacy of our part-time instructors and contact them only through their provided email addresses unless they have given specific permission otherwise.

Hours of Operation

The Fire Academy classes will be held at designated sites on Monday through Friday from 8:00 A.M. to 5:00 P.M. (08:00 to 17:00). Class sessions may vary for special needs, with adequate notification provided by Academy staff.

Section 2: Textbooks

To ensure success in the Firefighter Academy, it's essential to have the required textbooks and bring them to every class. The schedule may change due to unforeseen circumstances, so having all materials on hand is crucial for staying on track.

Required Texts:

- **Fundamentals for Fire Fighter Skills and Hazardous Materials Response (Fourth Edition)** by Jones and Bartlett Learning
ISBN: 978-1-2841-5142-8

Provided by CR:

- **Wildland Fire Fighter: Principles and Practice (Second Edition)** by Joseph D Lowe and Jeff Pricher
ISBN: 978-1284042115
- **NWCG Incident Response Pocket Guide (2022)**
ISBN-13: 978-64551-022-2
- **US DOT Emergency Response Guidebook (2024)**
ISBN-13: 978-64551-022-2

Textbooks will be brought to class each day to ensure students are ready for every lesson. This readiness is a key part of training and professional development.

Equipment and Materials: Cadets are responsible for any equipment and materials loaned to them during the Academy. Please take good care of these items, as any loss or damage will incur fees charged by the College of the Redwoods.

Section 3: Other Classroom Equipment, Materials, and Supplies (NOT provided by CR)

To help stay organized and prepared, the following items are necessary for classroom activities:

Required Supplies:

- One white 3" 3-ring binder
- Note paper for taking notes
- Blue pens and #2 pencils

Optional Supplies: Many cadets find the following items useful:

- Highlighters
- Rulers
- Staplers and staple removers
- Whiteout tape
- Extra blue pens and #2 pencils
- Hole punches

Recording Devices: Recording devices may be used only with the instructor's permission. Some instructors are comfortable with recordings, while others are not. Always ask for permission first.

Photography: Video cameras are not permitted for recording instructional sessions but may be used to film practice sessions. Still photos can be taken during manipulative training, provided you are not actively involved in training at that time. Avoid taking photos during testing. These photos and videos can be enjoyable memories at graduation and years down the road.

Copying and Reproduction: Copying and other reproductions must be done at the Cadet's own expense and in their own time. Prior approval from the Academy Fire Coordinator is required before posting any pictures or videos of Academy activities on social media.

Section 4: Fire Academy Organization

The CR Fire Academy is structured to promote discipline, physical fitness, camaraderie, and professionalism - essential elements for a successful career in firefighting. Cadets will be part of a supportive team environment, where working together and maintaining discipline will ensure success

The fire service is based on chain of command. The working team is called a Company, typically consisting of six Cadets. One Cadet will be designated as the Company Officer (CO), who will be the leader and primary contact for their company. The CO is responsible for assigning tasks, maintaining discipline, and ensuring the team's cohesion. CO's will be selected by the Academy coordinators, and Cadets may rotate through this position at the discretion of the coordinators. One Cadet will be selected by the Academy staff as the Class Commander. The Class Commander reports to the Academy Staff, Company Officers report to the Class Commander, Cadets report to their Company Officer.

Class Commander

- Responsible for guiding class esprit-de-corps, demonstrating strong leadership qualities and professionalism.
- Calls Academy class to daily formation and attention
- Completes details as directed by the Fire Academy Instructors.
- Assemble respective cadet's Company and provide instruction as directed by instructor staff.
- Provides daily personal accountability report (PAR) of each company to Academy staff
- Informs Academy staff and Director of any personal issues with any Cadets
- Coordinates communications with all CO's to ensure company effectiveness, cohesion, and success

Company Officer (CO)

- Responsible for guiding and directing their Company, demonstrating strong leadership qualities and professionalism

- Reports to Class Commander
- Provides daily PAR of company to Class Commander
- Coordinates communication with Company Cadets to ensure Cadet accountability and success

If Cadets have any questions or concerns, they should address them first to their Company Officer. The CO can then bring them up to the Class Commander, who serves as the single point of contact for instructors. The role of Class Commander may also rotate at the coordinators' discretion.

Section 5: Standards

At the beginning of each class session, the Academy will meet in formation at the designated time. Participation in daily physical training (PT) is mandatory. PT will be the first hour of each class day, rain or shine.

Vision, Mission, Values

The **Vision** of the CR Fire Technology program is to comprehensively prepare students for a successful career in emergency fire and rescue services that will enrich their community.

The **Mission** of the CR Fire Technology Program is to develop well-prepared professional fire fighters through supportive and challenging training in firefighting, medical, and rescue response, while instilling the core values and high standards essential for success in the profession.

The **Values** of the CR Fire Technology Program:

- **Professionalism**
 - Holding ourselves to the highest standard of preparation
- **Integrity**
 - Always doing the right thing
- **Discipline**
 - Training in good behavior and skills
- **Inclusiveness**
 - Creating a place where everyone feels welcomed, respected, and valued

Formation Schedule:

Monday through Friday: Cadets will be in PT or wildland hiking gear by 0750 for roll call and inspection. After PT, Cadets will have 25 minutes to clean up and change into uniforms, then stand at seats in the classroom for roll call and inspection.

The Class Commander is responsible for ensuring timely formation. In their absence, a Company Officer will be designated as Class Commander. During inspection, Company Officers and the Class Commander will check all Cadets for proper uniform and grooming standards.

Formation Instructions:

In the classroom, all Cadets shall come to attention either by command from an instructor or by one of the Cadets noticing sworn personnel or civilians entering the room. In the classroom, at the beginning of each lesson, Cadets will stand behind their chairs when the instructor enters the room and will remain standing until instructed to be seated. This protocol will also be followed after every break, and when returning from lunch. The Class Commander will conduct a PAR. Command given: "Class Attention" This means that the Cadets will assume the position of attention. Cadets will remain in this position until put: "At Ease" or "Be Seated". Cadets shall be uniformly attired and ready to enter the classroom to start the day.

Inspection:

Cadets will present for formal inspection at the discretion of the instructors. Inspection is an opportunity to develop formal discipline in uniform and appearance, Cadets should always have their full class B uniform, maintained to specifications in this manual, and be professionally groomed again according to the specifications in the manual. Cadets will come to attention upon command and stand at attention until released to 'ease'.

Professional Conduct

Professional conduct is always expected. A "professional fire fighter" is someone who strives to be the best, holds themselves to high standards, is tolerant of others' mistakes, is a team player, treats everyone with respect, does not make excuses, and adheres to all rules and regulations. Fire fighters are held to higher standards because of the critical nature of their work and the public trust placed in them.

Cadets are expected to contribute their strengths to the team effort rather than trying to stand out individually. The Academy is a high intensity learning environment that requires a collective effort to achieve common objectives.

Classroom Etiquette

- **Cell phones:** Phones should not be used for personal business during instructional class time. If use is necessary, ask permission from the instructor to be excused
- **Talking and Whispering:** Direct any questions to the instructor rather than other Cadets to avoid distractions. Save conversations for breaks.
- **Staying Awake:** Stay engaged during lectures, even after lunch. It is the Cadets responsibility to remain alert. Falling asleep during class is disrespectful and subject to discipline
- **Professional Courtesy:** Follow instructions from all Academy staff and report any conflicts to an instructor. Be courteous and respectful in written and verbal communication with all CR and Academy staff.

Conflict Resolution

Cadets should resolve conflicts through respectful conversation. If a conflict cannot be resolved, notify the Academy Director.

Prohibited Behaviors

- **Alcohol:** Not permitted on campus, during Academy hours or in uniform.
- **Smoking, Vaping or any use of tobacco:** Not permitted on campus
- **Controlled Substances:** Use or possession without a prescription is prohibited.
- **Spitting and Eating Seeds:** Not allowed on Academy grounds.
- **Inappropriate Behavior:** Includes slander, harassment, and any conduct unbecoming a Cadet.

Remember, these guidelines are in place to ensure a safe, respectful, and productive learning environment for everyone.

Fire fighter Training Expectations and Orientation

- Cadets will be expected to follow all the rules, posted signs and traffic laws while on the College of the Redwoods facilities.
- Cadets are representing the College of the Redwoods, local fire departments and your academy class. Actions, whether good or bad, reflect the reputation of the college, local fire departments and fellow students. Cadets will always respect staff, instructors and other students. This Academy focuses on following instructions and teamwork, there is no “I” in teamwork. If Cadets have trouble working with others, acting responsibly and following directions, this may not be the place or the work for them.
- Cadets must adhere to Fire Academy grooming standards for the Academy's duration.
- Cadets will be expected to attend and participate in all activities and class days. This includes physical training, set-up and clean-up of daily activities.
- Cadets will need to bring exercise clothing to participate in the Physical Training (Running shoes, shorts, and T shirt, etc.). Cadets should have PT gear and hiking gear available every day. Daily physical fitness participation is mandatory during the academy. (PT will be the first hour of each class day: rain or shine)
- Cadets will be expected to be on time for all activities and class days. If Cadets are unable to attend because of sickness, family emergency, etc., notify the CO, Class Commander, and Academy Director by phone as soon as possible. Tardiness and absences are not acceptable.
- Cadets are expected to be in uniform for all activities and class days as per the uniform policy.
- To successfully complete this course, Cadets will need to attain a minimum score of 80% on all summative (Mid-Term and Final) tests. Cadets will need to

successfully complete all activities and formative tests. A failure of any of the 4 modules will result in a failure of the Academy and dismissal.

- Cadets are expected to conform to the rules, regulations, and code of conduct of this Cadet manual; as well as the CR conduct standards described in AP 5500 (see Appendix D)

SECTION 6: GROOMING STANDARDS

The following standards are deemed reasonable and will be the minimum guidelines for Cadets during the Academy.

Hair

Hair will be in accordance with the following criteria:

- Worn so that it does not extend below the bottom of the uniform shirt collar when the employee is standing erect
- Above the bottom of the ears, and not more than two inches in front of the ears, if combed over the ears
- No lower on the forehead than the eyebrows, measured from the high point of the eyebrows, if styled or combed forward
- Neat, clean, trimmed and present a groomed appearance.
- Worn so as not to preclude the proper wearing and performance of the approved department safety helmet or the proper sealing of the face mask of the self-contained breathing apparatus.

Facial Hair

- Sideburns will not extend below the bottom of the earlobe and will end with a clean-shaven horizontal line
- Mustaches will not extend below the bottom of the upper lip, nor more than one-half inch beyond the corners of the mouth
- Sideburns or mustaches which preclude the proper sealing of self-contained breathing apparatus face masks are not permitted

Earrings

During manipulative Academy skill sessions, the wearing of earrings or other head or facial ornaments is prohibited.

Optional earring may only be worn with the dress uniform and must conform to the following standards:

- Metallic only – no stones, gems or non-metallic materials.
- Earrings shall be worn in matching pairs, one per ear and worn in the ear lobe only.
- Button or studs – no larger than one-quarter inch in diameter.
- Post mounted three-quarter hoop or full hoop – no larger than one-quarter inch width, three-quarter inch diameter, one-eighth inch thickness.
- No drop, hanging, or dangle earrings or charms are authorized.

SECTION 7: UNIFORM AND PPE STANDARDS

Uniforms are a means of identification and create a sense of belonging and professionalism.

Therefore, it is imperative that Cadets wear and maintain the uniform in the prescribed manner.

When Cadets put on the uniform, they do not simply represent themselves, they represent the whole organization, including the Academy, the College, the class, peers and the entire firefighting profession. Cadets should look and act accordingly.

- The uniform shall be clean and neatly pressed and always tucked in. It is usually worn during classroom activities or as directed by the Academy Director.
- The blue t-shirt shall be clean and neatly pressed. It is usually worn during manipulative training or physical activities as directed by the academy coordinator.
- Uniform pants shall be clean, neatly pressed, fit properly, and not faded.
- Boots shall be clean and in a serviceable condition.
- The wearing of unauthorized buttons, pins, or other markings is prohibited.

Make sure that uniforms are cleaned regularly. Surprise inspections may be conducted at any time. These grooming standards are not arbitrary and capricious; they represent the standards of Cal Fire and most fire departments.

Uniforms

Physical Training:

- Class T-shirt
- Class sweatshirt/hoody
- Navy blue or black Shorts
- Navy blue or black sweatpants
- Athletic Shoes

Lecture:

- Crewneck T-shirt/Sweatshirt- Navy Blue- with College of the Redwoods Fire Program logo on front left side and your last name across the back.
- Uniform Pant: Dickies flex regular fit cargo work pants, Dark Navy (item ID WP595)
- Uniform Shirt: Dickies long-sleeve work shirt, Dark Navy (item ID 574). CR patches sewn on right and left shoulders ½ inch below shoulder seam.
- Wildland Boots: Black in color, heavy duty, lace-up type work boots with deeply lugged soles and heels, and leather tops at least eight (8”) inches in height. The toe of the boot should be of hard material, such as hard leather, to reduce the potential of toe injuries. e.g. Danner, Whites, Kenetrek
- Belt: 1 ¾ inch to 2-inch Black Leather Basket Weave belt with Silver Buckle

Skills: (same basics as the lecture uniform plus:)

- PPE rented by student or provided by CR for applicable skill (Structure or Wildland)

Personal Protective Equipment (PPE)

Personal Protective Equipment (PPE) is expected to be kept clean and in good repair. It is the Cadet's responsibility to inform the Academy Director of any PPE issues.

Cadets will rent Structure PPE from 911 Equipment Services for the duration of the Academy:

- Structure PPE (turnout coat and pants, suspenders, boots, hood, helmet, and gear bag)

Cadets will be provided Wildland PPE (Nomex shirt, helmet, and web gear) by CR. Wildland boots are the responsibility of the Cadet.

Cadets are responsible for equipment and materials during the academy. Cadets must bring all PPE with them for the duration of the Academy, storage on campus is available but is limited. PPE that is forgotten means Cadets are not prepared for training and will be penalized. Loss or damage to equipment is the responsibility of the individual cadet. College of the Redwoods does not provide personal lockers for academy equipment. Every cadet is responsible for transporting their PPE to school every day and always having it available.

If the Cadet's agency approves the use of department PPE/SCBA, it is the Cadet's responsibility to inform their agency that the equipment may get damaged and be out of service during the Academy. College of the Redwoods is not responsible for damaged equipment. A signed letter from the Cadet's Fire Chief authorizing the use of the agency PPE is required and must be submitted to the Academy Director. All non-CR issued gear must meet current NFPA compliant standards.

SECTION 8: MEDICAL EXAMINATION AND TESTS

All cadets must complete a medical examination administered by a California licensed physician of their choice. If the Cadet has not turned in a completed/signed medical form, they cannot enroll in the class.

SECTION 9: MEDICAL INSURANCE

It is suggested, not mandatory, that Cadets purchase or maintain personal medical insurance. Firefighting and fire training can be hazardous even when full safety equipment is worn, and all safety procedures are followed and practiced.

Each Cadet is responsible for reporting any injury occurring during Academy activities to the CR Fire program staff. Cadets and Academy staff must adhere to the CR Injury Reporting procedure.

Illness and Injury During Training

Should a Cadet become ill or injured during class or exercise, immediate first aid shall be administered. If the illness or injury is of such nature that it requires treatment by a physician, but is not of an emergency nature, transport by private vehicle to a physician's office or hospital emergency room may be arranged as soon as possible. If the injury or illness is of an emergency nature immediate first aid shall be rendered, 911 will be called by the Instructor or designee, and the Cadet shall be transported by ambulance to the nearest hospital emergency room. An Academy representative shall accompany the Cadet to the hospital. The Academy representative will ensure

that the students' confidential medical information sheet accompanies them to the hospital. The Academy Director shall be informed immediately of any injury or illness requiring emergency transportation.

A Cadet absent due to injury may not resume participation in academy physical training or training exercises without a doctor's permission to return to work/training or the Academy Director's permission.

A student injury report must be initiated as soon as possible with the Academy Director. It will then be signed and returned to the CR Districts benefits department for coverage of any costs the students insurance does not cover.

SECTION 10: EATING ARRANGMENTS

Cadets are responsible for their own food. The Cadet may bring food or leave to eat elsewhere. When on meal or other breaks, Cadets will remain in uniform and conduct themselves as professionals.

There is no guarantee that the Cadet will have enough time to leave campus for the break. There may be those situations where the Cadet will have less time to grab something to eat and be at a location several miles from the academy.

The timing and length of breaks will be determined by the instructors and strictly adhered to by Cadets.

Cadets will be held accountable for cleaning up any mess they have made or helped make.

SECTION 11: VEHICLES, PARKING, AND TRANSPORTATION

Each Cadet is responsible for their own transportation to the Academy or other training site as directed by the schedule or Academy staff. Training locations may change due to Academy schedule adjustments and Cadets should be prepared to transport themselves.

Operation of vehicles to and from training sites shall be in accordance with all applicable laws and rules at all times. Vehicles must be registered with current vehicle insurance. Parking at off-campus locations will be directed by Academy staff.

College of the Redwoods or any of its employees assume no responsibility for theft or damage involving personal vehicles or property.

SECTION 12: FIREARMS AND WEAPONS

Firearms or any device or instrument intended or designed for use as a weapon are prohibited on Academy grounds, at off-campus training sites, during any Academy functions, or any time when wearing the academy uniform.

Those who are legally licensed to carry a concealed weapon, or any other defensive device or instruments are hereby advised that California Law prohibits the presence or use of such weapons upon school grounds or during school sponsored activities except for law enforcement officers, police academies, and law enforcement training operations.

SECTION 13: STUDY MATERIAL AND STUDENT RESPONSIBILITY

The Canvas Software platform will be used as the administration tool during the Academy. The cadet is required to be able to use this tool to upload assignments, quizzes, chat, and view the schedule. A computer or tablet is required for the Academy, if one is not available, please contact Staff ASAP.

Instructors will cover all assigned study material in class; however, the Cadet is both accountable and responsible for all such material for test purposes. A successful Cadet will look ahead in the schedule and read the appropriate chapter in the text before the class session.

SECTION 14: ATTENDANCE

1. Cadets have the responsibility to attend all Fire Academy sessions; any hours missed may negatively impact the cadet's success in the Fire Academy.
2. Acceptable reasons for absences:
 - 2.1. Court appearances (documentation required)
 - 2.2. Death of a family member
 - 2.3. Illness or injury (physician's documentation is required)
 - 2.4. Serious illness or injury of a spouse or close relative
 - 2.5. Birth of a cadet's child
 - 2.6. Any other special circumstance approved by the Lead Instructor and/or Fire Technology Director.
3. Cadets are required to submit a memo (see memo form and format) to the Fire Technology Director explaining the reason for any time absent from Fire Academy.
4. Cadets with emergency absences shall notify their CO, the Class Commander, and the Academy Director as soon as possible.
5. Cadets with a planned absence shall notify their CO, the Class Commander, and the Academy Director via memo (explaining date, time and reason absence) at least 2 weeks prior to the anticipated absence. The cadet will also give notice of the expected absence.
6. Cadets missing more than 40 hours of the entire Fire Academy will be dismissed from the Fire Academy. If this should occur after the deadline to "Drop" (Where the cadet would

have received a withdrawal “W” if prior), the cadet will receive an “F” for the fire academy.

7. Any cadet wishing to “withdraw” or “resign” from the Fire Academy shall have the responsibility to notify the Fire Technology Director in writing. It is the cadet’s responsibility to drop the class by visiting Admissions and Records at the college campus.
8. Cadets absent for special certification classes taught within the Fire Fighter I academy curriculum will not receive a fire academy course completion certificate from College of the Redwoods, or the correlating certificates for the missed class or classes. Mandatory training subjects that cannot be remediated:
 - 8.1. Public Safety-First Aid (PSFA)
 - 8.2. Hazmat First Responder Operational
 - 8.3. Hazmat First Responder Decontamination
 - 8.4. Confined Space Rescue Awareness
 - 8.5. Fire Fighter Survival
 - 8.6. CAL FIRE Basic Wildland Firefighter
 - 8.7. S-190 Introduction to Wildland Fire Behavior
 - 8.8. S-131 Wildland Firefighter Type 1
 - 8.9. S-130 Wildland Firefighter Training
 - 8.10. L-180 Human Factors in the Wildland Fire Service
 - 8.11. C-212 Wildland Fire Chainsaws
9. Cadets missing any Topic/Subject within the fire academy which cannot be remediated will not receive a fire academy course completion certificate from College of the Redwoods.
10. Cadets not able to actively participate in a hands-on training session due to illness or injury, may be deemed an absent day. The Fire Technology Director will evaluate each situation based on the physicians' documented limitations for the cadet and the duration of those limitations.
11. Cadets will forfeit any instructional information missed due to absences and/or lack of punctuality. There are no make-up sessions for curriculum missed. Each Cadet is responsible for all curriculum missed.

Cadets shall be punctual for all Fire Academy sessions:

1. Cadets are to report for training on the first day, and every day thereafter on time, and in the proper uniform. Cadets are to be ready for work at the start of the training session. Cadets in improper uniform, or students who are missing equipment, or materials, will be considered not ready for work and therefore considered late for duty.
2. Tardiness is not being present at the identified location at commencement of the session or at the direct start time.

3. Cadets will notify their CO, the Class Commander, and the Academy Director of their tardiness at least fifteen minutes prior to the start of class or training.
4. Cadets found to be tardy will be required to document the event in a corrective memo to the Fire Technology Director within 24 hrs.
5. Excessive tardiness will be **more than five late arrivals during the course of the Fire Academy and** will result in the cadet being dismissed from the Fire Academy.
6. Cadets will document their actual arrival time on the Daily Attendance Roster.
7. Cadets arriving tardy to a session shall notify their CO, the Class Commander, and the Academy Director.

Cadets are not to make any appointments that will interfere with the training cycle. Requests for time off outside the parameter listed must be made in writing to the Academy Director well before the request time is taken.

A doctor's release is required when a Cadet returns to class after any absence of three or more consecutive class sessions. The same requirement will apply if a cadet misses four training days in any 10-day period due to illness. This should not be construed to mean that cadets who are ill/sick should attend class despite their illness. **Discretion is required, however if you are sick, please do not attend the Academy to protect the rest of the Cadets and Academy staff!**

SECTION 15: TESTING

During the academy the cadet will take numerous tests and have numerous activities. The Cadet will need to complete all activities and formative (quizzes to see how you are doing) tests.

The Cadet must attain a minimum score of 80% on all summative module written tests (including PSFA, FF 1A, B, C, and D) and pass all module manipulative skills (structure and wildland fire mandatory and random skills) with 100% accuracy to pass the course.

The Cadet must complete all State Fire Training, National Wildfire Coordinating Group, Cal Fire, and online required classes by the established due date.

If Cadets fail a test or skill (**as described above**), they will be given two additional attempts to pass and will receive a Second Notice of Corrective Action. If Cadets do pass, they will receive a score of 80% on written tests. If Cadets fail the third and final attempt, they will receive a Third Notice of Corrective Action and be removed from the Academy. The Cadet will therefore not receive a certificate of completion or be able to graduate with their class and will receive a failing grade. If a student is not maintaining the minimum standard throughout the academy, they may opt to drop the class.

A Cadet who misses a test due to an excused absence can take a make-up test that must be coordinated with the Academy Director.

All assignments shall be completed by the due date and submitted to the appropriate Company Officer for collection. If any assignments are missing the Company Officer will advise the Academy Director. The Class Commander will collect the assignments from the Company Officers and turn in completed assignments to the Academy Director.

SECTION 16: FINAL ACADEMY GRADE

Grades will be generated based on summative module written and performance skills tests (PSFA and FF 1A, B, C, and D). Only students who have successfully completed all the requirements of the academy will be allowed to participate with their class at the graduation ceremony and receive their certificate.

All modules are weighted 25% of the final grade, with all assignments and skills tests pass fail. Failure of any module according to the testing standard will result in failure of the Academy and dismissal of the Cadet at that time.

All grades will be based on a 100-point standard. Grades for each will be assigned the following scale:

90-100%	A
80-89%	B
0-79%	F

SECTION 17: PHYSICAL INABILITY

All Cadets are expected to participate in all activities. A Cadet who is unable to participate due to a minor illness or injury (sprained ankle, a cold, mild flu, etc.) may be excused from physical activity by the Instructor in charge. The Academy reserves the right to request a written physician's note if the physical inability lasts more than 2 days. If a Cadet is excused by a physician's note, the same physician must provide a release to full activities for the Cadet.

Cadets must complete all required manipulative tests and class related skills to successfully complete the Academy.

If the Cadet is unable to participate in PT due to injury or illness, he or she will not be allowed to participate in manipulative drills.

SECTION 18: DISCIPLINARY ACTION

A cadet, for good cause, may be dismissed, suspended or given a lesser sanction for one or more of the following reasons:

- Violation of CR Student Code of Conduct AP 5500
- Cheating or plagiarism in connection with an academic program.
- Obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.
- Physical abuse, on or off campus property, of the person or property of any member of the campus community or of their family, or the threat of such abuse.
- Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
- Continued willful disobedience, habitual profanity or vulgarity, open and persistent defiance of the authority of Fire Academy Instructor Staff.
- Willful disobedience of college and/or Fire Academy rules and procedures.
- Upon receipt of three Fire Academy Notices of Corrections for misconduct.
- Violating policies and procedure identified in this Fire Academy Cadet Manual.
- Insubordination
- Any other conduct which would tend to bring discredit, embarrassment or interfere with Academy operations

Memorandums (General & Corrective)

- Cadets may be directed to write memos by Fire Academy instructor staff and/or Fire Technology Director for any reason, examples include:
- **General:**
 - Documentation of Exemplary Performance.
 - Notification of planned absence.
 - As directed by Fire Academy staff
- **Corrective:**
 - Required action or explanation of a policy or procedure violation identified in this Cadet Manual.
 - Documentation of an incident during Fire Academy hours.
 - Corrective actions for a disciplinary process.
 - As directed by the Fire Technology Director.
- Memos will be a maximum of 100 words, unless otherwise directed.
- The number of words may be increased (e.g., 250, 500, 1000) when violations recur, when violations are more significant, or at the discretion of the Fire Academy

instructor staff and/or Fire Technology Director.

- Memos will be submitted electronically via email as an attachment (see memo form) within 24 hours of the request, unless otherwise directed.
- Memos will be written on the approved Fire Academy memo form and will follow the Fire Academy format:
 - **Issue**: The reason for the memo.
 - **Impact**: How this will impact you/Fire Academy/profession.
 - **Remedy**: What or how this may be corrected.
- All memos will be directed to the Fire Technology Director or designee and shall include Fire Academy instructor staff member requesting the memo, date and time of incident, persons involved the memo.
- Cadet memos are a permanent record and shall be kept in the cadet's Fire Academy file.
- Upon receipt of a second corrective memo, the Fire Technology Director will write a Notice of Corrective Action and then forward a copy to the Division Dean.

Notice of Corrective Action Procedure

- Notices of Corrective Action (NOCA) are issued to cadets who have serious deficient academic, performance or behavioral issues, requiring immediate action.
- 1. First Corrective Notice - This form will be used as a tool to put the cadet on notice that his/her behavior, performance or attitude is not acceptable, and immediate correction is warranted.
- 2. Second Corrective Notice – A second corrective notice is given for failure to improve performance, behavior, dangerous or unsafe actions, attitude, and/or as a result of failing to meet the minimum standards for any written or manipulative evaluation. The Director of Fire Technology will review with the Division Dean, and a determination will be made whether or not the cadet will be allowed to continue in the Fire Academy.
- 3. Third Corrective Notice – Should a third notice be given for the same type of behavior, performance or attitude issue, the cadet will be removed from the Fire Academy pending an investigation.
- Notice of Corrective Action is part of the progressive discipline process at the College of the Redwoods Fire Academy.
- The Lead Instructor may issue a NOCA in coordination with the Fire Technology Director.
- NOCA will be reported immediately and the cadet may be required to meet with the Fire Technology Director for resolution or to develop a PIP (personal improvement plan).
- The Fire Technology Director and Division Dean will be notified of any NOCA issued for cadet behavioral issues.
- NOCA is a permanent record and shall be kept in the cadet's Fire Academy file.

Cadet Withdrawal

- Cadets may initiate a withdrawal from the Fire Academy; the deadline for withdrawal of a cadet will impact the overall grade.
- Cadets shall notify the Fire Technology Director prior to the withdrawal date.
- It shall be the responsibility of the cadet to drop the course with the college.
- Cadet shall return all Fire Academy property to the Fire Technology Director or designee.

Cadet Dismissal

- The Fire Technology Director will submit a report documenting the reasons for a cadet's termination prior to actual dismissal proceedings.
- The Fire Academy instructor staff member reporting the incident or witness to the incident will be required to submit a report to the Fire Technology Director.
- The Fire Technology Director will review and make recommendations on all requests for cadet's termination or dismissal and report to the Division Dean for review.
- The Fire Technology Director and the Division Dean will conduct the cadet's dismissal proceedings from the Fire Academy.
- Cadets may be dismissed from the Fire Academy for failure to comply with academic standards and/or violations of Fire Academy rules and procedures.
- Examples for dismissal:
 - Third Failure of any Module written or skills retake
 - Exceeding 5 corrective memos
 - Excessive tardiness (More than 5)
 - Absenteeism of more than 40 hours of the entire Fire Academy
 - Failure to abide by all rules and regulations
 - Any form of threat or act of violence to Fire Academy instructional staff or member, agency representative, fellow Cadet, or community member
 - Violation of Fire Academy safety rules and standards
 - Falsification of documents or lying
 - Cheating or involvement in cheating
 - Criminal convictions during the Fire Academy
 - Not adhering to the policies and procedure identified in this cadet manual

**Refer to Appendices for College of the Redwoods AP 5500 Student Code of Conduct protocol.*

Major Acts of Misconduct - Dismissal

The following policy and procedure will be followed when administering discipline for major acts of misconduct that subject a cadet to dismissal.

- Fire Academy staff will make every reasonable effort to thoroughly investigate the alleged misconduct. If the investigation results in conclusive evidence of the misconduct as determined by the Fire Academy staff, dismissal from the program will be imposed.

- The Cadet will be counseled by a Fire Academy staff member and informed of their dismissal. The Cadet will be informed of the reasons for their dismissal and the procedure for appeal.
- The Cadet will be required to return all Fire Academy-issued equipment and sign all necessary paperwork to document the dismissal.
- Appeal of the dismissal can be made directly to the Director of Fire Technology.
- Cadets dismissed from the Fire Academy for reasons of misconduct may be allowed to reapply or return to the College of the Redwoods Fire Academy at any time in the future. Consideration will be based on a case-by-case review of the total circumstances.

Cadet Equipment Return

- Any Cadet separating from the Fire Academy, for any reason, shall return identified property to the Fire Technology Director and/or PPE and SCBA rental vendors.
- Any Cadet who fails to return any identified property will be reported to law enforcement and subject to criminal prosecution.

Due Process

Serious acts of misconduct such as cheating, plagiarism, lying, etc. during attendance in the Fire Academy will likely result in dismissal. It is the student's responsibility to request Due Process

Therefore, any acts that may invoke serious discipline up to and including dismissal from the Fire Academy provides the Cadet with the opportunity to appeal the matter. Such an appeal is made to the Director of Fire Technology within 24 hours of the discipline being brought to the Cadet's attention. The Director will make a decision within 24 hours of meeting with the Cadet and so notify the Cadet.

If the Cadet is not satisfied with the Director's determination, they may appeal to the Division Dean within 24 hours of the Director's decision. The Dean will make a decision within 24 hours of meeting with the Cadet and so notify the Cadet.

If the Cadet is not satisfied with the Dean's determination, they may appeal to the Vice President Instruction and Student Development (VPISD). The appeal must be made within 24 hours of the Dean's determination coming to the attention of the Cadet.

A final appeal can be made to the President of College of the Redwoods should the Cadet not be satisfied with the VPISD decision. This appeal must be made within 24 hours of the determination coming to the attention of the Cadet.

All serious acts of misconduct will be reported to the VPISD; such conduct may result in further disciplinary action by the District.

SECTION 19: APPEALS

Complaint Procedure

Any complaints or grievances shall be written and submitted to the Academy Director.

Violation of Academy Standards of Conduct

Cadets found in violation of these standards or rules of conduct as specified throughout this document may be subject to disciplinary action.

SECTION 20: DROPPING THE ACADEMY

A Cadet can drop from the Academy at any time and must contact the Academy Director for the proper process. The last day to drop the academy and receive a refund is January 31, 2025.

The Fire Technology Program may drop a Cadet from the Academy for violation of Academy rules, regulations, policies, and academic standards as specified elsewhere in this document.

I have read and understand the responsibility that is expected of me at the College of the Firefighter Academy. By signing below, I am acknowledging that I am responsible for these duties on the appropriate days and will be held accountable for such. I also understand that failure to adhere to the expectations outlined in this cadet operations manual could result in adverse action and/or dismissal. I am aware of the location of this guide for future reference, and I have no further questions.

Cadet Printed Name (Print Clearly) _____
Last Name, First Name

Cadet Signature _____ Date _____

Academy Director or Designee _____

Academy Director or Designee Signature _____ Date _____

	Spring 2025 Fire Academy Schedule		
	Training Description	Skills/Activity Hours	Location/Crew
WEEK 1	Tuesday, January 21 2025		
	Unit 1: Instruction	Assign Homework:	College of Redwoods
	1-1 Orientation & On-Boarding Documentation	IS-100, IS-200, IS-700,	Room: AJ 108
	RMS registration Canvas & Vector Solutions		
	Wednesday January 22, 2025		
	PSFA/EMS Day 1		
	Thursday January 23, 2025		
	EMS Day 2		
	Friday January 24, 2025		
	EMS Day 3		
WEEK 2	Monday January 27, 2025		
	EMS Day 4		
	Tuesday January 28, 2025		
	EMS Day 5		
	Wednesday January 29, 2025		
	EMS Day 6		
	Thursday January 30, 2025		
	EMS Day 7		
	Friday, January 31, 2025	PSFA testing	
	1A Structure		College of Redwoods
	<u>Lecture</u>		Room: AJ 108
	1-3 Firefighter 1 Roles & Responsibilities		
	2-1 Operating within the Incident Command System		
	3-1: Receiving a Non-Emergency Telephone Call		
	2-4 Cancer Awareness		
	2-5 Structural PPE		
	2-6 SCBA		
	2-8 Doffing SCBA & PPE Decon		
	2-9 Responding on Apparatus to an Incident		
	2-10 Operating in Work Areas at Emergency Scenes		
WEEK 3	Monday February 3, 2025		
	Structure		College of Redwoods
	<u>Lecture</u>		Room: AJ 108
	3-1: Receiving a Non-Emergency Telephone Call		
	3-2 Initiating a Response to a reported emergency		
	3-3 Transmitting & Receiving Messages Via Radio		
	2-3 Stress & Resilience		
	4-1 Utilizing Ropes & Knots		
	4-2 Utilizing Hand & Power Tools		
	4-3 Operating scene lighting		
	Tuesday February 4, 2025		
	Structure		College of Redwoods
	<u>Lecture</u>		Room: AJ 108
	4-4 Operating an Air- Monitoring Instrument		
	5-1 Building Construction		
	5-2 Fire Behavior		
	5-3 Extinguishing Fire with Fire Extinguishers		
	Wednesday February 5, 2025		
	Structure		College of Redwoods
	<u>Lecture</u>		Room: AJ 108
	5-4 Water Supply Systems		
	5-5 Cleaning Inspecting & Returning Fire Hose to Service		
	5-6 Deploy and Connect Fire Hose		
	5-7 Utility Control at Emergencies		
	5-8 Cleaning Inspecting & Maintaining Fire Service Ladders		
	Thursday February 6, 2025		
	Structure		College of Redwoods
	<u>Lecture</u>		Room: AJ 108
	5-9 Ground Ladders Operations		
	5-10 Forcing Entry into a Structure		
	5-11 Conducting a Search and Rescue Operation in a Structure		

	Ladders in Afternoon		
	Friday February 7, 2025		
	Structure		College of Redwoods
	<u>Lecture</u>		Room: AJ 108
	5-12 Attacking an Interior Structure Fire		
	5-14 Vertical Ventilation Operations		
	5-13 Horizontal Ventilation Operations		
	Preconnects deployments, Hosebed loads in afternoon		
WEEK 4	Monday February 10, 2025		
	Structure		College of Redwoods
	<u>Lecture</u>		Room: AJ 108
	5-16 Overhauling a Fire Scene		
	6-1 Structural Fire Fighter Survival		
	7-1 Extinguishing Fire in Exterior Class A Materials		
	7-2 Attacking a Passenger Vehicle Fire		
	7-3 Combatting a Ground Cover Fire		
	Tuesday February 11, 2025		
	Structure		College of Redwoods
	<u>Application</u>		Room: AJ 108
	Structural PPE / SCBA		
	Cleaning Inspecting and Maintaining Fire Service Ladders		
	Ground Ladder Operations Straight and Extension		
	Wednesday February 12, 2025		
	Confined Space Awareness (SFT)		College of Redwoods
	Thursday February 13, 2025		
	Structure		College of Redwoods
	<u>Application</u>		Room: AJ 108
	Ropes		
	Fire Extinguishers / Power tools and Lights		
	Ground Ladders / SCBA / PPE		
	Friday February 14, 2025 - No Class Lincoln BDay		
WEEK 5	Monday February 17, 2025 - No Class Presidents Day		
	Tuesday February 18, 2025		
	State Fire Training	NO P.T. Day	Chris Kemp
	Firefighter Survival		Training Center
	Wednesday February 19, 2025		
	State Fire Training	NO P.T. Day	Chris Kemp
	Firefighter Survival		Training Center
	Thursday February 20, 2025		
	Structure		Fortuna Fire
	Structure HIRING for FF1 Application Training		College of Redwoods
	<u>Application</u>		Room: AJ 108
	2-5 Structural PPE / 2-6 SCBA		
	5-9 Ground Ladder Operations		
	Auto Extrication		
	Friday, February 21, 2025		
	Structure		College of Redwoods
	<u>Application</u>		Room: AJ 108
	Ground Ladders		
	SCBA / PPE		
	Preconnect Hose Deployment		
	Supply loads		
WEEK 6	Monday February 24, 2025		
	Structure	NO P.T. Day	Chris Kemp
	<u>Application</u>		Training Center
	Horizontal Vent Operations		"Hilfiker"
	Vertical Vent Operations		
	Tuesday, February 25, 2025		
	Structure	NO P.T. Day	Chris Kemp
	<u>Application</u>		Training Center
	Search and Rescue		"Hilfiker"

	Water application of streams (unmanned monitor)		
	SCBA / PPE/ladders/hose movement practice stations		
	Wednesday February 26, 2025		
	Structure		Fortuna Fire
	<u>Application</u>		
	Property Conservation		
	Overhaul		
	Operate rotary saw on rebar		
	Control water flow from a spinkler system		
	Hose movement		
	Thursday February 27, 2025		
	Structure		Fortuna Fire
	<u>Application</u>		
	Forcing Entry into a structure		
	Laying a forward lay + Attacking an interior structure fire skills practice		
	Ground Ladders / SCBA / PPE skills practice		
	Friday February 28, 2025		
	Structure		College of Redwoods
	1A Skills Practice (Ladders, SCBA, Donning, Hoseloads, preconnects, etc.)		
	1A Structure Skills Practice		
	1A Structure Skills Practice		
WEEK 7	Monday March 3, 2025		
	Structure Skills Test	FF1A Test	College of Redwoods
		0800 Computer Lab	Room: AJ 108
		NO P.T. Day	
	Tuesday, March 4, 2025		
	Skills Retest	FF1A RETEST	College of Redwoods
	Written Retest	0800 Computer Lab	Room: AJ 108
		NO P.T. Day	
	Wednesday March 5, 2025		
	1B HAZ MAT FRA/FRO WMD	Assigned Homework:	College of Redwoods
	1-1 Orientation & Admin.	DGS Defensive Driver	Room: AJ 108
	1-2 FF-1 Certification	Course	
	2-1 Description of Duties (Awareness)		
	2-2 Recognizing & ID HAZ MAT/WMDs & Associated Hazards		
	2-3 Isolating the Hazard Area & Denying Entry		
	2-4 Initiating Required Notification		
	Thursday March 6, 2025		
	HAZ MAT FRA/FRO WMD		College of Redwoods
	3-1: Description of Duties		Room: AJ 108
	3-2: I.D. the Scopes of a Hazmat Incident		
	3-3: Hazmat PPE at Hazmat Incident		
	3-4: Performing emergency decon		
	Friday March 7, 2025		
	HAZ MAT FRA/FRO WMD		College of Redwoods
	3-5: ID tactics for Hazmat Incident		Room: AJ 108
	3-6: Performing Assigned tasks at a Hazmat Incident		
	3-7: Performing product control techniques at a Hazmat		
	3-8: Evaluating and Reporting Progress for a Hazmat		
WEEK 8	Monday March 10, 2025		
	HAZ MAT FRA/FRO WMD - Test	FF1B TEST	College of Redwoods
	HAZMAT FRO Skills day		Room: AJ 108
	Tuesday, March 11, 2025		
	1C WILDLAND		
	3-1 Health & Safety	FF1B RETEST	College of Redwoods
	3-2 General Knowledge Requirements (Department Lesson Plans)	S-130,L-180,S-131 online assignments	Room: AJ 108
	Unit 7: Wildland FF Safety & Survival Level 1		
	Wednesday March 12, 2025		
	Wildland Safety and Survival Level I		College of Redwoods
			Room: AJ 108

	Thursday March 13, 2025		
	C- 212 Wildland Chain Saw Minimum Training		College of Redwoods
		C-212 Quiz	Room: AJ 108
	Friday March 14, 2025		
	Career Day		
	C-212 extra practice		
WEEK 9	Monday March 17, 2025 - No Class Spring Break		
	Tuesday, March 18, 2025 - No Class Spring Break		
	Wednesday March 19, 2025		
	Thursday March 20, 2025		
	Friday March 21, 2025 - No Class Spring Break		
WEEK 10	Monday March 24, 2025		
	S-190 Wildland Fire Behavior	Assigned Homework:	College of Redwoods
		DGS Defensive Driver	Room: AJ 108
		Course	
	Tuesday, March 25, 2025		
	S-190 Wildland Fire Behavior	S-190 Test	College of Redwoods
	Written Exam Test		Room: AJ 108
	Wednesday March 26, 2025 -		
	Wildland		College of Redwoods
	<u>Lecture</u>		Room: AJ 108
	1-3 Wildland Firefighter Roles & Responsibilities		
	2-2 Recognizing Hazards and Unsafe Situations		
	2-4 Donning, Doffing, and Maintaining Wildland PPE		
	2-5 Deploying a Fire Shelter		
	2-6 Maintaining Assigned Suppression Hand Tools and Equipment		
	2-7 Maintaining Personal Gear Kit		
	3-1 Assembling and Preparing for Response		
	Thursday, March 27, 2025		
	Wildland	10 Fire Orders	College of Redwoods
	<u>Lecture</u>		Room: AJ 108
	3-2 Constructing a Fireline	FF1D Test	
	3-3 Securing a Fireline		
	3-4 Reducing the threat of Fire Exposure to Improved Properties (WUI)		
	Friday March 28, 2025		
	Wildland	FF 1D RETEST	College of Redwoods
	<u>Lecture</u>		Room: AJ 108
	3-5 Mopping Up in a Fire Area		
	3-6 Patrolling the Fire Area		
	S-131		
	<u>Application</u>		
	2-2 Recognizing Hazards and Unsafe Situations		
	3-3 Securing a Fireline		
	Assemble for a response / PPE / IRPG		
	Fusees / Drip Torches / IRPG		
	Coupling / IRPG (Radio programing if time permits)		
	Backpumps / IRPG		
WEEK 11	Monday March 31, 2025		
	Wildland Skills Practice		College of Redwoods
	Mobile Attack / Backing Signals / Chocks		Room: AJ 108
	PPE Don/Doff / Airtanker Drop / IRPG / Assemble for a Response		
	Progressive Hoselay		
	Shelter Deployment / Handline Contruction		
	Tuesday April 1, 2025		
	High Rock Day		High Rock
	Wildland Skills Practice		Fire Center
	W.U.I		
	P.P.E		

	Mobile Attack/Chocks/seatbelts/backing signals		
	Progressive hoselay		
	Line Cutting		
	Wednesday April 2, 2025		
	High Rock Day		High Rock
	Wildland Skills Practice / TEST IF READY		Fire Center
	Deploying a fire shelter/Air tanker drop		
	Mobile Attack/Chocks/seatbelts/backing signals		
	PPE		
	Progressive hoselay		
	Thursday April 3, 2025		
	Wildland Skills Test	FF1C TEST	College of Redwoods
	Friday April 4, 2025		
	Wildland Skills Re-Test as needed	FF1C RETEST	College of Redwoods
	Saturday April 5, 2025		
	Graduation		

FT-121 Calfire Firefighter Basic Academy

Course Information

Semester & Year: Spring 2025

Course ID and Section number: FT-121-E7719-2025S

Instructor's name: Sean Robertson

Day and time of required meetings: M, T, W, TH, F 0800-1700

Location: AJ 108

Course units: 9

Instructor Contact Information

Office location: AJ 105

Office hours: Wednesday 1200-1300

Phone number: 707-599-5833

Email address: sean-robertson@redwoods.edu

Communication notes:

Catalog Description

This course provides the skills and knowledge needed for the entry level professional fire fighter to perform his/her duties safely, effectively, and competently. The curriculum is based on the current edition of NFPA 1001 Standard for Fire Fighter Professional Qualifications, the current edition of NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications, and the current edition of NFPA 472 Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents.

Course Student Learning Outcomes

1. Describe wildland and structure firefighting strategies and tactics.
2. Identify potentially dangerous situations and conditions and describe how to avoid or mitigate them.
3. What is the importance of good mental and physical health?

Prerequisites/corequisites/ recommended preparation

None

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including

but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: sass@redwoods.edu.

SASS office locations and phone numbers

Eureka campus

- Phone: 707-476-4280
- Location: Student Services building, first floor SS113

Del Norte campus

- Phone: 707-465-2353
- Location: main building, near the Library

Klamath-Trinity campus

- Phone: 707-476-4280

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

[CR Online Learning Support](#)

Tech support, laptop loans, guides to using Canvas, installing Office 365 for free, and more.

[Library Articles & Databases](#)

Find the best library databases for your research.

[Online Tutoring Resources](#)

Participate in tutoring over Zoom.

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR Klamath-Trinity Office for specific information about student support services at 530-625-4821.

Community College Student Health and Wellness

National Suicide Prevention Lifeline

If you are in distress or are with someone at risk right now, call or text the National Suicide Prevention Lifeline.

Call the National Suicide Prevention Lifeline
1-800-273-TALK (8255)

Text the National Suicide Prevention Lifeline
741-741

Timely Care

When you're not feeling well physically or distressed mentally, Timely Care can offer the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Log in or set up an account with Timely Care.](#)

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

- Text: 707-496-2856
- Email: shawnabmft@gmail.com
- Fax and voicemail: 707-237-2318

Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Wellness Central](#).

Counseling

[Counseling and Advising](#) can assist students in need of academic advising and professional counseling

services. Call, email or stop by one of our offices to make an appointment!

Counseling and Advising office locations and contact info

Eureka campus

- Phone: 707-476-4150
- Location: Student Services Building, first floor
- Email: counseling@redwood.edu
- Hours: Monday through Friday, 9am to 4pm. Summer hours may vary

Del Norte campus

- Phone: 707-476-2300
- Location: Main Building, next to the library
- Hours: Summer hours may vary

Klamath-Trinity campus

- Phone: 530-625-4821
- Email: KT-staff@redwoods.edu
- Hours: Summer hours may vary

Basic Needs Center

[Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. [Submit a request for services and information](#).

Basic Needs Center contact info

- Phone: 707-476-4153
- Email: the-grove@redwoods.edu

Learning Resource Center

The Learning Resource Center includes the following resources for students:

Library Services

[Introduction - Library Services for Students - LibGuides at College of the Redwoods](#) promotes information literacy and provides organized information resources.

Multicultural and Equity Center (MCE)

The [Multicultural and Equity Center](#) is a dynamic and inclusive place that supports all students in their academic and personal journeys at the college. We do this by creating community, home away from home, and a safe place for cultural expression, cross-cultural learning, access to college and dignity resources, and social justice work opportunities. The MEC is committed to retention and student success by offering activities related to leadership development, student connectedness and student equity. We are a student-centered program that fosters respect for all people.

Academic Support Center

The [Academic Support Center](#) offers tutoring and test proctoring for CR students.

Student Tech Help

Technical [Support](#) provides students with assistance around a variety of tech problems.

Extended Opportunity Programs and Services (EOPS)

[EOPS/CARE](#) (EOPS) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program with the [Eureka TRiO office](#) or the [Del Norte TRiO office](#).

Veterans Resource Center

The [Veterans Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS

California Work Opportunity & Responsibility to Kids ([CalWorks](#)) provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Evaluation & Grading Policy

During the academy the cadet will take numerous tests and have numerous activities. The Cadet will need to complete all activities and formative (quizzes to see how you are doing) tests. The Cadet must attain a minimum score of 80% on all summative written tests and pass all manipulative skills with 100% accuracy to pass the course. The Cadet must complete all State Fire Training, National Wildfire Coordinating Group, Cal Fire, and online required classes by the established due date. If Cadets fail a test or skill, they will be given two additional attempts to pass and receive a Second Notice of Corrective Action. If Cadets do pass, they will receive a score no higher than 80% on written tests. If Cadets fail the third and final attempt, they will receive a Third Notice of Corrective Action and will be removed from the Academy. The Cadet will therefore not receive a certificate of completion or be able to graduate with their class and will receive a failing grade. If a student is not

maintaining the minimum standard throughout the academy, they may opt to drop the class; however, the student must initiate their own withdrawal. A Cadet who misses a test due to an excused absence can take a make-up test that must be coordinated with the Academy Director. All assignments shall be completed by the due date and submitted to the appropriate Company Officer for collection. If any assignments are missing the Company Officer will advise the Academy Director. The Class Commander will collect the assignments from the Company Officers and turn in completed assignments to the Academy Director.

Grades will be generated based on summative written and performance skills tests. Only students who have successfully completed all the requirements of the academy will be allowed to participate with their class at the graduation ceremony and receive their certificate. All modules are weighted 25% of the final grade, with all assignments and skills tests pass fail. Failure of any module according to the testing standard will result in failure of the Academy and dismissal of the Cadet at that time. All grades will be based on a 100-point standard. Grades for each will be assigned the following scale:

90-100%	A
80-89%	B
0-79%	F

Spring 2025 Dates

Date	To Remember
January 17	Last day to register for classes (day before the first class meeting)
January 18	Classes begin
January 20	Martin Luther King's Birthday (All Campuses Closed)
January 24	Last Day to add a class
January 31	Last Day to Drop & Receive a Refund
February 2	Last Day to Drop w/out a "W"
February 14	Lincoln's Birthday (All Campuses Closed)
February 17	President's Day (All Campuses Closed)
March 6	Last Day to Petition to Graduate & Petition for Certificate
March 17 - 22	Spring Break (No Classes)
March 28	Last Day for Student/Faculty Withdrawal
March 31	Cesar Chavez Day (All Campuses Closed)
May 10 - 16	Final Examinations

Date	To Remember
May 16	Last Day to File P/NP Option
May 16	Semester Ends
May 23	Grades Due
May 26	Memorial Day (All Campuses Closed)
May 30	Grades Available for Transcript Release

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2024-2025 College Catalog](#) and [CR Board and Administrative Policies](#).

AI Use Class Policy

Generative AI tools, such as ChatGPT and Google's Bard, are likely to be widely used in the workplace moving forward. It's important for you to understand how to use them ethically and effectively. AI tools may be used appropriately as we're working on and learning from a particular assignment. Also, please keep in mind that you are responsible for anything you submit; please carefully review all AI-generated outputs, screening them for accuracy, bias, appropriateness, and fidelity to your perspective.

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2024-2025 College Catalog](#) and [CR Board and Administrative Policies](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in

contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Canvas Information

- Log into Canvas at [My CR Portal](#)
- For help logging in to Canvas and general tech help, visit [Canvas Support Home](#)
- Once you're logged in to Canvas, you click on the Help icon on the left menu
- Canvas online orientation workshop: [Canvas Student Orientation Course](#)

Setting Your Preferred Name and Pronouns in Canvas

Students have the ability to display personal pronouns and an alternate first name in Canvas. Students may change their pronouns on their own in Canvas (Account :: Settings :: Edit Settings). To request a change to your preferred list name, contact [Admissions and Records](#). Your Preferred Name will only be listed in Canvas; this does not change your legal name in our records. See the [Student Information Update form-2022.pdf](#).

Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into [WebAdvisor](#) and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or campus-safety@redwoods.edu if you have any questions. For more information visit [Campus Safety](#). Please review the [EurekaEmergencyMap_S24.pdf](#) for campus evacuation sites, including the closet site to this classroom (posted by the exit of each room).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, visit [Campus Safety](#).

Klamath-Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction. In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the event of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
8. Do not leave site, unless it has been deemed safe by the person in command.

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Book	Administrative Procedures
Section	Chapter 5 - Student Services
Title	Student Conduct Code and Disciplinary Procedure
Code	AP 5500
Status	Active
Adopted	February 1, 1980
Last Revised	March 25, 2021
Last Reviewed	December 7, 2021

Purpose of the Code

The purpose of this code is to recognize student's rights within the institution to freedom of speech, inquiry and assembly; to the peaceful pursuit of education; and to the reasonable use of services and facilities of the College. Consistent with the College of the Redwoods' mission is an expectation that students will govern themselves in a manner that demonstrates appropriate behavior with emphasis on self-respect and respect for others. It is the practice of all employees and representatives of the College to respect the properly exercised rights of its students.

The College has adopted a Student Conduct Code and Disciplinary Procedure in order to maintain a learning environment of respect, civility, safety, and integrity for all members of the College community. In addition to the code, students must also recognize and comply with the standards of classroom behavior as stated in their individual course syllabi. Acts of academic dishonesty, disruptive student behavior in the classroom, and appeals to sanctions imposed in each case, are under the jurisdiction of the faculty member and the academic department administrator, and may be referred to the Chief Student Services Officer (CSSO) as student conduct violations. Threats of violence are considered a serious infringement upon the learning environment and will be acted upon accordingly. All students, including students with disabilities, have the responsibility to meet the Student Conduct Code and Disciplinary Procedure by adapting behavior to the educational environment. If disruptive behaviors persistently occur or student conduct code and disciplinary procedure is violated, the issue will not be defined as a health issue. It will be defined as a disciplinary issue, and a referral to the college disciplinarian will be made.

Student Conduct Policies

Procedural fairness and due process are basic to the proper enforcement of all College regulations. Accordingly, no disciplinary action shall be imposed against students or student organizations until they have been notified in writing of the charges against them and their rights under this Code, and given the opportunity to be heard, with the exception that a hold status(may, shall, or will) be placed on student records until the specific complaints have been resolved, and except in cases where interim suspension is warranted for the health and safety of the College community.

In general, the District President/Superintendent delegates authority for implementation of this administrative procedure to the CSSO. The "CSSO" designation may be assigned by the President/Superintendent to any College administrator. The CSSO may designate other College officials to conduct investigations and student disciplinary hearings, if appropriate.

The CSSO shall be responsible for maintaining complete records pertaining to all activities relating to the implementation of the Student Conduct Code. Those records shall include a summary of the business of the Conduct Review Committee and report of the disposition of each disciplinary case handled by any person or group authorized to impose disciplinary sanctions or other recommendations in the name of the College.

Student Rights

Any student facing possible disciplinary action is entitled to the following procedural rights:

1. The right to be notified in writing of the charges against him/her;
2. The right to know the nature of the evidence against him/her (unless release of the evidence would endanger the health or safety of victim(s) or witness(es));
3. The right to present information and witnesses relevant to his/her defense;
4. The right to freedom from compulsory self-incrimination; and
5. The right to appear at a hearing before the Conduct Review Committee with an advisor.

Proscribed Conduct of the College

Sanctions may be imposed for prohibited conduct which occurs on College premises, at off-campus instructional sites (e.g., experiential coursework, internships, or lab), at College-sponsored extra-curricular activities or events when a student serves as a representative of the College, or in the course of using College technology or property. Sanctions may also be imposed for conduct that materially and substantially interferes with the College's operation or education programs or the safety and welfare of the College community. Examples of prohibited conduct are described under Student Code of Conduct Violations. To the extent permitted by California law, the College may respond to alleged sexual assault or sexual exploitation that is not related to College activity or College attendance.

Jurisdiction and Privacy

Unless state or federal law requires or permits disclosure or unless the student and the College determine otherwise, proceedings under this regulation shall be confidential.

Records created by public safety, which were created by that law enforcement unit for purposes of law enforcement, are not considered "student records" under the Family Educational Rights and Privacy Act (FERPA) and may be released to third parties as necessary without violating FERPA.

Student Code of Conduct Procedures

Any member of the College community may file a complaint against any student for alleged misconduct. Complaints must be presented in writing to the CSSO or his/her designee and should be submitted as soon as possible after the event takes place, preferably within fifteen days.

For purposes of these procedures, the term "day" refers to any day during which the District is open for business. Should the final day of a required process fall on a Saturday or Sunday, the following Monday shall be considered the final day. A final day falling on a College holiday shall be considered the first weekday following the holiday. Although specific timeframes are identified in these processes, any of the timeframes may be extended by the District for good cause upon written notice to the accused student, providing such notice includes the reason(s) for the extension.

A student against whom a complaint has been filed and/or disciplinary charges are pending will have a hold status placed on his/her records and will not be permitted to withdraw from the College with a clear education record (e.g., a record without notation of disciplinary charges and sanctions) until such charges have been resolved.

Investigation and Notice to Student

Allegations or complaints of student misconduct that are brought to the attention of the CSSO shall first be analyzed to determine whether the alleged conduct, if true, would constitute a violation of District policies. Upon a determination that alleged misconduct, if true, would constitute a violation of District policies, the CSSO, or his/her designee, shall promptly and thoroughly investigate the matter.

An investigative process should, to the extent possible, be concluded within twenty (20) days of the initiation of the investigation.

An investigative report shall be prepared that usually includes the following:

1. A description of the circumstances giving rise to the complaint.
2. A summary of the testimony provided by each witness.
3. An analysis of relevant data.
4. A finding of whether there is reasonable cause to believe that misconduct occurred.
5. Any other information considered appropriate by the District.

The contents of the investigative report may be adjusted to take into account admissions made by an accused student that eliminate the need for witness testimony or other factors that might affect the scope of an investigation.

Imposing Sanctions

If the student does admit misconduct, and if the CSSO or designee concludes that there is sufficient information to sustain a finding of misconduct that violates specific standards of conduct, the CSSO or designee may impose or defer one or more of the sanctions listed under Code of Conduct Violations and Sanctions. The CSSO or designee may impose a sanction other than suspension or expulsion if the CSSO or designee concludes by a preponderance of the evidence that the student violated one or more specific standards of conduct, even if the student does not admit misconduct. Recommended sanctions involving separation from the College (i.e., Suspension or Expulsion) may be imposed or recommended by the CSSO or designee to the Student Conduct Review Committee where the Committee will consider whether suspension and/or expulsion is an appropriate sanction for the admitted misconduct in violation of the standards of conduct. The Committee is not required to make additional factual findings where there is clear evidence that a student has admitted misconduct.

When the Committee is not readily available, or when convening the Committee is impractical due to the seriousness of the admitted misconduct, the CSSO may suspend the student and/or recommend expulsion, and notify the President/Superintendent of the need for an automatic appeal on the sole basis of whether or not the proposed discipline is substantially unreasonable in light of the admitted misconduct. The student may also submit a written appeal to the President/Superintendent but is not required to do so in order to secure an automatic appeal under this section. Any recommendation of expulsion requires Board of Trustee review.

Referral to the Student Conduct Review Committee

The CSSO or designee will refer the case to the Student Conduct Committee for a hearing when the CSSO or designee recommends suspension or expulsion, and:

1. The student does not admit responsibility;
2. The CSSO or designee concludes that an Agreement of Resolution(see section 6.5) is not appropriate;
3. There is a finding of reasonable cause to believe there has been a violation of the Student Code of Conduct.

Insufficient Evidence

At any time before the Student Conduct Hearing occurs, if the CSSO or designee receives new information that establishes a clear lack of truth of prior information submitted to the CSSO or designee such that it is determined that the prior evidence must be disregarded and if in disregarding that prior information the CSSO or designee concludes that there is insufficient information to sustain a finding of responsibility, then the CSSO or designee will withdraw the case from the Student Conduct Committee. This disposition is binding and terminates all Student Conduct Committee proceedings.

If the CSSO or designee concludes that there is insufficient information to find the student responsible, the case will not be referred to the Student Conduct Committee for a hearing.

Agreement of Resolution (aka Behavior Contract)

When the CSSO or designee and the student agree that the above dispositions are not appropriate, an Agreement of Resolution may be used to conclude the matter. This Resolution, while not considered to be a finding of responsibility, is binding. If the student fails to abide by the terms of the Agreement of Resolution, that failure may be regarded as actionable misconduct and may subject the student to disciplinary action by the College. An Agreement of Resolution may include such terms as:

1. Agreement by the student to refrain from specific behaviors, and/or to refrain from contacting others involved in the case;
2. Agreement by the student to participate in specified educational programs and/or reconciliation processes such as mediation; and/or
3. Agreement by the student to participate in specified community service activities.

The Agreement of Resolution is not a formal disciplinary action but will be retained in the case file in the Office of the CSSO for a maximum of seven (7) years from the date of the Agreement. During that time, should the CSSO or designee have a reasonable basis to believe that the student has engaged in misconduct related in nature to the conduct which occasioned the Agreement, both cases may be the subject of College disciplinary action.

Formal Hearing

Conduct Review Committee

The accused student may request, or the CSSO may require, that the charges be resolved at a formal hearing provided by the Conduct Review Committee. The CSSO shall consider the preference of the accused student, the nature of the charges, and the availability of the committee members when assigning the case for a hearing. The Conduct Review Committee will hear cases and make decisions on appropriate sanctions. The Committee will be established at the beginning of each academic year and will be composed of:

- One (1) member of the administration (and an alternate) appointed by the President/Superintendent.

- Two (2) members (and an alternate) of the classified staff appointed by the President/Superintendent from a list of staff members submitted by the classified bargaining unit. Vacancies of classified staff members shall be filled by action of the classified bargaining unit.
- Two (2) members (and an alternate) of the faculty appointed by the President/Superintendent from a list of faculty members submitted by the Academic Senate. Each faculty member must be a full-time or part-time faculty member at the College. Vacancies of faculty members shall be filled by action of the Senate.
- Two (2) members (and an alternate) of the student body appointed by the President/Superintendent from a list of students submitted by the President of the ASCR Senate. Each student must be enrolled not less than half-time (6 units minimum) and have a cumulative GPA of at least 2.0. Vacancies of student members shall be filled by recommendation of the ASCR Senate.
- The President/Superintendent will appoint the chair of the Conduct Review Committee.

Conduct Review Committee members and alternates serve on the committee for the academic year. Alternate members may be reappointed to serve as full members for the next academic year. The CSSO or designee shall serve as non-voting Secretary and advisor to the Conduct Review Committee. No Conduct Review Committee member may sit on the Committee during a hearing if that member is a complainant, witness, has a direct or personal interest in the outcome of the hearing, or has previously acted in an advisory capacity to the accused student.

The Chair of the Conduct Review Committee may establish a hearing format consistent with this Code. In cases involving more than one accused student, the Chair of the Conduct Review Committee and the CSSO or designee will determine if hearings or conferences concerning each student will be conducted jointly or separately. The decision of the Committee Chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by other members of the panel to the contrary.

Hearing Officer. In appropriate circumstances, the CSSO may determine that a disciplinary hearing should be conducted by a neutral hearing officer rather than a Conduct Review Committee. Such circumstances include, but are not limited to hearings that are anticipated to require more than one day of hearing where Committee member educational or employment obligations may be impacted, when a Committee cannot be convened expeditiously to address a critical matter, or where technical or legal complexities suggest the need for specialized expertise. To the extent practicable, where a hearing officer is substituted for a Conduct Review Committee, the rules related to a Committee shall apply to a hearing before a hearing officer.

Notice of Hearing. Written notice of the hearing shall be provided to the accused and shall include the following:

1. The specific alleged misconduct (accusation).
2. A summary of the investigation and/or a short written statement of the facts supporting an accusation of misconduct.
3. The right of the parties to attend the hearing or to respond in writing regarding the party's position concerning the matter.
4. The nature of the discipline that is being considered.

Notices described in this procedure are sent to the most recent official student address and/or email address on file with the District. The notice will inform the student of:

1. The charges alleged to have been violated and sufficient details of the complaint for the basis of the allegation to be understood;
2. The time, location and place of the hearing;
3. A statement of the respondent student's rights as stated in the
4. Code or a copy of this Standard of Student Conduct; and
5. The name of the person(s), group, or College office filing the charges.

Nothing prohibits the District from amending the notice as deemed appropriate. The CSSO may request the production of relevant evidence that was not part of the investigative process for consideration in the hearing process upon notice to the accused student.

Conduct of Hearing

The CSSO or designee shall determine how the hearing will be conducted, taking into account the safety of parties and witnesses. The CSSO or designee may call and question witnesses he/she believes have relevant information.

Each party may recommend witnesses to be called. To avoid unnecessarily duplicative or irrelevant testimony, the CSSO or designee may require a party to indicate the nature of the proposed testimony as a condition to calling witnesses. Neither the CSSO or designee nor the Committee can compel the attendance of witnesses recommended by the parties.

The CSSO or designee shall determine on a case-by-case basis how the questioning of parties and witnesses shall be conducted, given the nature of the allegations and the safety of parties and witnesses. If the CSSO or designee does not permit direct questioning by the parties, he/she may consider permitting the parties to submit questions for the CSSO to ask parties and witnesses.

Formal rules of evidence shall not apply. Any relevant, non-duplicative evidence may be admitted. Determination of violations shall be made based on the preponderance of evidence.

Quorum for a hearing requires that five (5) of the seven Student Conduct Review Committee members are present for the hearing. If the case is to be heard at the Mendocino or Del Norte site, a quorum will be three (3) members of the Committee.

Hearings shall be closed and confidential unless the student requests that it be open to the public. Any such request must be made no less than five (5) days prior to the date of the hearing. In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the Chair of the committee agree to the contrary.

In all cases, the evidence in support of the charges will be presented and considered whether or not the accused party is in attendance. If the accused student has submitted written information in his/her defense but does not attend the hearing, that information shall be considered by the Committee as well.

The accused student may be accompanied by an advisor if so desired, conditional on 24-hour notice to and approval of the CSSO or designee. The advisor may attend the hearing with the student to counsel him/her and suggest questions. The accused student and advisor may be present during the entire time of the hearing, except during the deliberations of the Conduct Review Committee or where the safety of witnesses is a valid concern. In no event may the advisor participate directly by speaking or questioning witnesses.

The student shall not be represented by an attorney unless, in the judgment of the CSSO or designee, complex legal issues are involved, or unless criminal charges are pending based on the alleged conduct for which disciplinary action is pending. If the student wishes to be represented by an attorney, a request must be presented with the name and office address of the attorney not less than five days prior to the date of the hearing. If the student is permitted to be represented by an attorney, the College presenter may also have legal assistance. The Conduct Review Committee may also request legal assistance; any legal advisor provided to the committee may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

Notice of Decision.

Within fifteen (15) days following the hearing, the Committee Chair or his/her designee on the Committee shall prepare and send the written decision of the Committee to the CSSO or designee. The Notice of Decision shall include factual findings regarding the accusation and determinations as to whether any specific section(s) of the Standards of Student Conduct were violated. The Notice of Decision shall also include a specific decision regarding the disciplinary action to be imposed, if any, unless expulsion is recommended. The Notice of Decision shall be based only on the record of the hearing, and not on matters outside of that record. The record includes the investigative report, any written notices or student statements, and oral and written evidence produced for, or at, the hearing. If expulsion is recommended, the Notice of Decision shall verify that expulsions require Board of Trustee action.

The CSSO shall transmit the Notice of Decision to the accused student. If the Decision calls for disciplinary action, the CSSO shall also notify the accused student of his/her appeal options.

If the student is found not to be in violation of the Student Code of Conduct, and if coursework has been missed as a direct result of action taken against the student, appropriate action will be taken in order to assist the student to complete the course, reimburse the cost of tuition, or reach other alternatives.

Appeals of Formal Hearing Decisions

Appeal requests are available to the accused student only on the following bases:

1. Claim that the initial hearing included a material procedural error. The appeal request must identify the specific procedural error(s) and how that claimed error disadvantaged the appealing party.
2. Relevant evidence that was previously unavailable has been discovered, and that evidence could significantly impact the outcome of the case. The appeal request must identify the specific evidence, how the evidence is relevant, why the evidence was previously unavailable, and how the newly discovered relevant evidence could impact the outcome of the case.

3. The proposed discipline is substantially unreasonable in light of the findings. The appeal request must indicate the claimed unreasonableness of the proposed discipline and indicate what discipline the student believes would be appropriate.

Written appeals must be submitted in writing to the President/Superintendent within five (5) days of the delivery of the CSSO's Notice of Decision to the student. If no appeal is received within five (5) days, the decision of the CSSO, including the proposed discipline will take immediate effect.

The President/Superintendent will not hold a hearing. Rather, resolution of the appeal shall be based upon the written findings and decision from the Conduct Review Committee, the record of the hearing, as well as any written documentation submitted by either party during the hearing. The CSSO or designee will provide all relevant documentation to the President/Superintendent.

The President/Superintendent shall render a decision within ten (10) days after receipt of the appeal and shall inform the student immediately by mail and/or email.

In all cases but expulsion, the President/Superintendent's decision regarding the appeal will be final. Any recommendation of expulsion shall be presented to the Board of Trustees for action.

If the President/Superintendent upholds an expulsion decision that the student wishes to contest further, the student may appeal in writing to the Board of Trustees. In this instance, the following procedure will be followed:

The Board of Trustees shall consider any appeal at the next regularly scheduled meeting of the Board after receipt of the recommended decision.

The Board may also hold a special meeting to consider the discipline of a student, provided the notice of a special meeting for this purpose is posted at least five days prior to the special meeting.

The Board of Trustees shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures.

The student shall be notified in writing, at least three (3) days prior to the meeting, of the date, time, and place of the Board's meeting. The student may, within forty-eight hours after receipt of the notice, request that the hearing be held as a public meeting.

Even if a student has requested that the Board of Trustees consider an expulsion recommendation in a public meeting, the Board of Trustees will hold any discussion that might be in conflict with the right to privacy of any student, other than the student requesting the public meeting, in closed session.

The Board of Trustees may accept, modify or reject the findings, decisions and recommendations of the President/Superintendent and/or the hearing panel. If the Board of Trustees modifies or rejects the findings, decision, or recommendations, the Board shall review the record of the hearing and any timely appeal, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Board of Trustees shall be final.

The final action of the Board of Trustees on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the College.

Student Code of Conduct

Students are expected to demonstrate qualities of morality, integrity, honesty, civility, honor, and respect.

Students are required to engage in responsible social conduct that reflects credit upon the CR Community and to model good citizenship in any community.

Violations

Disciplinary action may be initiated by the College and sanctions imposed against any student or student organization found responsible of committing, attempting to commit, or intentionally assisting in the commission of any prohibited forms of conduct:

1. Academic dishonesty, which includes cheating, plagiarism, and hampering or discrediting the academic work of others,
2. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject the students to civil and criminal liabilities.
3. Continued disruptive behavior, or obstructing the work and operation of the College, including willful disruption of the orderly operation of the campus.
4. Defamation: An individual shall not use defamatory words or phrases or distribute defamatory materials. Defamatory words or materials are those that: (1) are false and expose any person or the college to hatred, contempt, ridicule, disgust or an equivalent

- reaction; or (2) are false and have a tendency to impugn a person's occupation, business, or office.
5. Violation of the College's computer use policy or any conduct that constitutes a computer-related crime pursuant to Penal Code, section 502. Use of electronic technology includes, but is not limited to: internet, e-mail, telephone, fax machines, or instant messaging to intimidate another member of the College community.
 6. Theft (actual or attempted) or destruction of College property or property belonging to a member of the College community or other abuse of College computer facilities, programs, technology and equipment.
 7. Coercion, which is defined as attempting to compel, control, or manipulate another through the threat of force, intimidation, exploitation of fear or anxiety, including explicit and implied physical and verbal threats against another person or bullying as defined in Board Policy 3431 and Administrative Procedure 3431.
 8. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other College activities, including its public service functions on or off campus, or of other authorized non-College activities when the conduct occurs on College premises.
 9. Intentionally obstructing or denying access to facilities or services to individuals entitled to use such services or facilities.
 10. Intentionally interfering with the lawful rights of other persons on campus.
 11. Violation of the District's nondiscrimination or sexual harassment policies, or engaging in harassing, or retaliatory behavior in violation of District policy or sexual assault or misconduct or physical abuse, including but not limited to rape, domestic violence, dating violence, sexual assault, stalking or sexual exploitation. Sexual misconduct, including discrimination based on gender, sexual harassment, dating violence, domestic violence, sexual assault, stalking, sexual exploitation, and hate crimes based on gender are subject to Administrative Procedure 3434, and where AP 3434 does not apply, AP 3435 will be used.
 12. Violation of local, county, state, or federal law, whether it be on or off campus, only when a definite College interest is involved and where the student misconduct distinctly and adversely affects the College's pursuit of its educational mission.
 13. Wearing, transporting, storing, or possessing firearms or other weapons on College property (including College-owned vehicles and parking lots), at College-sponsored or College-related functions or events, and during times when acting as a representative of the College whether on or off College premises "Weapons" prohibited by this procedure include firearms, knives, explosives, clubs and other items used as a threat to do bodily harm and facsimiles of such weapons. Prohibitions described in this provision do not apply to any certified law enforcement personnel engaged in official duties. Activities requiring use of the prohibited items may be conducted on approval of the activity by the President/Superintendent or his/her designee.
 14. Intentional obstruction of the freedom of movement of pedestrian or vehicular traffic on College premises.
 15. Participation in a campus demonstration which disrupts the normal operations of the College and infringes on the rights of other members of the College community.
 16. Leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.
 17. Detention or physical abuse, or assault or battery, extortion, or intimidation of any person or conduct which is intended to threaten imminent bodily harm or endanger the health or safety of any person on any property owned or controlled by the College or at any College sponsored or supervised functions.
 18. Failure to comply with reasonable directions of College officials or public safety officers acting in performance of their duties on campus or affecting conduct on campus.
 19. Unauthorized possession, duplication or use of keys to any College premises, supplies or equipment, including computing, networking, or information resources, or unauthorized entry to or use of College premises.
 20. Being an accessory to any person on the College campus who is or who is not a member of the College community who violates this code.
 21. Violation of College Board policies, published college policies, rules, procedures, or regulations.
 22. Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on CR premises or at functions sponsored by, or participated in by, CR or members of the College community.
 23. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in California Health and Safety Code Section 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health

- and Safety Code Section 11014.5 or use, sale or distribution of any poison defined in Section 4240 of the Business and Professions Code.
24. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the College.
 25. Willful misconduct that results in injury or death to a student or to College personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the College or on campus.
 26. Dishonesty; forgery; alteration or misuse of College documents, records or identification; or knowingly furnishing false information to the College.
 27. Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on College premises, or the violation of lawful College regulations, or the substantial disruption of the orderly operation of the College.
 28. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
 29. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any district policy or administrative procedure.
 30. The use by a student of any electronic listening or recording device in any classroom without the prior consent of the instructor, except as necessary to provide reasonable auxiliary aids and academic adjustments to a student with a disability.
 31. Disengaging smoke or fire detection equipment including tampering with fire or safety equipment, including pull stations, fire extinguishers, fire hoses, smoke detectors, alarm horns and bells or any other fire or safety items, or failure to vacate facilities during fire drills or fire or other emergencies when directed to do so by District or public safety representatives.
 32. Initiation of or participation in hate violence.
 33. Solicitation or acceptance of money or other thing of value as an inducement, encouragement, or reward for intercollegiate participation in violation of Education Code, section 67361 or false declarations regarding eligibility for participation in intercollegiate athletics under Education Code, section 67362;
 34. The offering of any inducement or thing of value to influence the award of any grade or to alter any official College record.
 35. Willfully disregarding community standards and safety protocols instituted to mitigate the spread of infectious diseases and viruses.

Sanctions

Any time a sanction is specifically provided for herein, the employee or officer authorized to impose such sanctions may impose a lesser sanction. For the purposes of this rule, expulsion is the most severe sanction, followed by suspension, probation, and written and oral warning. A student may be given an interim suspension and, subsequently, may be subjected to further disciplinary action by the College, up to and including expulsion, if such further sanction is found to be appropriate in light of the conduct of the student. In all such cases, the fact of the earlier sanction shall be taken into consideration in determining the extent of any further sanctions. Disciplinary actions will be enforced by the College. Consequently, each campus, education center, or instructional site within the District will honor sanctions imposed by the College.

Individual Sanctions

1. Warning - a written or oral notice to the student that continuation or repetition of certain conduct may be cause for disciplinary action under this regulation.
2. Probation - a reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating any institutional regulation(s). If a student violates any condition of probation or again is charged with a violation of the standards of student conduct during the probationary period, such action shall be grounds for revocation of the student's probationary status and for further disciplinary action to be taken in accordance with this regulation.
3. Loss of Privilege - a denial of specified privileges for a designated period of time. This may include, but is not limited to, access to facilities, services or offices or participation in clubs, organizations, activities, or College-sponsored events.
4. Restitution - a requirement of any student who has caused non-accidental damage to College property to pay the College the cost of replacing or repairing the property in question. The College may withhold, after appropriate written notice to the student, grades, transcripts, certificates, diplomas, registration privileges,

or any combination thereof from any student who fails to repay or refuses to repay any valid debt owed to the College (Title 5, section 59410)

5. Community Service - the performance of community service as a sanction for misconduct. Determination of the type of work to be performed, the number of hours of service, and the responsibility for supervising the service will be made in consultation with the CSSO.
6. Limited Access - an administrative restriction to selected parts/locations of campus buildings.
7. College suspension - the separation of the student with consequent loss of tuition and fees from any or all classes and activities at the College for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified (Title 5, section 76031).
8. College expulsion - the permanent separation with consequent loss of tuition and fees of the student from the College.
9. Counseling or Education Seminars - the requirement to participate in counseling seminars or educational workshops in lieu of, or in addition to, the imposition of sanctions.
10. Revocation of Admission or Degree - the admission to the College may be revoked based on fraud, misrepresentation or other forms of misconduct related to the admissions process. The granting of a degree by the College may be revoked based on fraud, misrepresentation or other forms of misconduct related to obtaining the degree.
11. Deactivation - the loss of privileges, including College recognition, for a specified period of time for any student club, group, or organization.
12. Loss of housing on District property or housing affiliated with the District.
13. Loss of institutional financial aid or scholarships and/or loss of state financial aid pursuant to Education Code, section 69810 et seq. Disruptive Classroom Behavior

Instructors

Course instructors at College of the Redwoods Community College District have the professional responsibility and authority to maintain order in instructional settings, which include but are not limited to classrooms, libraries, group meetings, tutorials, lab sessions, office hours, and off-campus venues. To assure the best presentation of the course material, a course instructor shall determine the manner and times during which students may ask questions, request clarification or express opinions or points of view in the instructional setting.

Students

Student behavior or speech that disrupts the instructional setting not be tolerated. Disruptive conduct may include, but is not limited to; unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; physically or verbally abusive behavior.

Records

Instructors are advised to keep careful written records regarding any incident of disruptive behavior, including dates, times, names of those present, and details of the incident. Instructors should inform their department chair or supervising faculty and the CSSO Office of any such incidents and provide written documentation, if requested. The parties involved, in conjunction with the department chair or supervising faculty and appropriate administrator, may strive for acceptable solutions or mediate appropriate intervention strategies.

Removal from Class

Any faculty member may, for good cause, order a student removed from his or her class for the day of the removal and the next class meeting (Education Code Section 76032).

The faculty member shall immediately report the removal to the appropriate immediate administrator and the CSSO or designee. The CSSO or designee shall arrange for a conference between the student and the faculty member regarding the removal. If the faculty member or the student requests, the CSSO or designee shall attend the conference.

The student shall not be returned to the class during the period of the removal without the concurrence of the faculty member. Nothing herein will prevent the CSSO or designee from recommending further disciplinary procedures in accordance with these procedures based on the facts which led to the removal.

Students Who May Present a Danger to Themselves or Others

The College seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Code of Conduct prohibits a student from engaging in violent conduct and threatening behaviors toward any member of the College community, including a student's threat to harm him-or-herself. In cases of this type, the special procedures set out in section 9.3.6 may be used to attempt to determine if the student (1) presents a danger to himself/herself or others, and/or (2) is likely to repeat the misconduct. All threats or threats to do violence must be taken seriously and responded to immediately.

Responding to Student Conduct Involving Threats or Violence

Any College employee, student, or visitor who observes or otherwise becomes aware of violent or threatening student conduct, including a student's threat to injure himself/herself, or any other student conduct that indicates that the student may present a danger to himself/herself or others, should do the following:

In the case of an emergency, immediately contact the College's Security office by calling the emergency number 707- 476-4111. In severe cases, call 911. In these cases, Security will write an incident report to be filed in situations where an incident report is deemed warranted.

In cases that do not involve an immediate emergency, promptly file an incident report with Public Safety or inform the campus or site administrator.

In the event of any threat on a person's life, whether spoken or written, the following procedure will be undertaken even if the person hearing/seeing the threat does not believe it is viable:

The police will be immediately called.

The person(s) threatened will be immediately informed.

Nothing in this process precludes the District from offering care and accommodations to students in crisis or from referring students to other resources for assessment or support.

Parents of minor students will be notified of the person(s) behavior (if FERPA conditions are met) and violation of the college's code of conduct. The College will continue to follow-up with faculty, staff, law enforcement, parents, etc. and communicate essential information to one another.

Immediate Suspension and Denial of Access

Immediate Suspension

The President/Superintendent may impose an immediate suspension on a student only where such action is required in order to protect lives or property and to ensure the maintenance of order on the campus or at a campus function. To the extent the circumstances reasonably permit, the District's legal advisor will be consulted on the issue of whether an immediate suspension is appropriate.

Immediate notice of such suspension shall be given to the student either orally or in writing. Such notice shall advise the student of the right to a hearing.

Within 48 hours of ordering an immediate suspension, the President/Superintendent or designee shall forward written notice to the student of the basis for the action. Such notice shall be addressed to the student's last known address and/or email address and shall advise the student of a right to a hearing and the time and location of such hearing. Unless the student agrees otherwise, such hearing shall be held no later than ten (10) days following suspension.

Withdrawal of Consent to Remain on Campus

The President/Superintendent, or person designated by him or her to maintain order may notify a student that the consent to remain on campus or other facility under the control of the College has been withdrawn whenever there is reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus or facility.

Whenever consent is withdrawn by any authorized officer or employee other than the President/Superintendent, such officer or employee shall, as soon as is reasonably possible, submit a written report to the President/Superintendent, or, in the absence of the President/Superintendent, to a person designated by him or her for the purpose of reviewing the withdrawal of consent to remain on campus. Such report shall contain all of the following:

Description of the person from whom consent was withdrawn, including, if available, the person's name, address, and telephone number. A statement of the facts giving rise to the withdrawal.

If the President/Superintendent or the person designated by him or her for the purpose of reviewing the withdrawal of consent to remain on campus, upon reviewing the report submitted by the person authorized to maintain order, finds that there was reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus or facility, he or she may enter written confirmation upon the report of the action taken by the officer or employee. If the President/Superintendent or person designated by the President/Superintendent in his or her absence to review the withdrawal of consent to remain on campus does not confirm the action of the officer or employee authorized to withdraw consent within 24 hours after the time the consent was withdrawn, the action of the officer or employee shall be deemed void and of no force or effect.

The notice given to the student may be given orally and/or in writing and shall advise the student of the right to a hearing as set out herein.

In no case shall summary withdrawal of consent under this Article be withdrawn for longer than fourteen (14) days from the date upon which the consent was initially withdrawn. During the fourteen (14) day period, the student from whom consent to remain on campus was withdrawn may file a written request for a hearing to the

Office of the President/Superintendent. Such hearing shall be held within seven (7) days of receipt before a hearing officer selected by the President/Superintendent.

Consent to return to the campus within the maximum 14-day period shall be reinstated by the President/Superintendent whenever he or she has reason to believe that the presence of the student from whom consent was withdrawn will not constitute a substantial and material threat to the orderly operation of the campus or facility.

Denial of Access

After a hearing, any suspension or expulsion based on conduct that disrupted the orderly operation of a campus or other facility may include denial of access to the campus or facility as a condition of such suspension or expulsion for the period of the suspension or in the case of expulsion for a period not to exceed one year (Penal Code, Section 626.2). A student who willfully and knowingly enters the campus or facility during the period for which access has been denied is guilty of a misdemeanor pursuant to Penal Code, Section 626.2. In the case of a suspension, such entry may be grounds for further disciplinary action.

Fees, Denial of Aid and Readmission, and Student Statement

Fees

No fees paid by or for a student for the semester, summer session, or other term in which he or she is suspended or expelled shall be refunded, except as may be required by law. If the student is readmitted before the close of the semester, summer session, or other term in which he or she is suspended, the student will not be charged any additional fees as a result of the suspension.

Admission or readmission

Admission or enrollment may be denied to any person who has been expelled from another California community college district within the five(5) years preceding his/her application for admission/enrollment or who is undergoing expulsion proceedings at another California community college district for offenses described in Education Code, section 76038 at the time of his/her application to the District for admission/enrollment.

The offenses that may preclude admission or enrollment include murder or attempted murder, assault or battery, sexual assault, kidnapping or attempted kidnapping, robbery or extortion, stalking, or unlawful conduct related to weapons, all as defined in Education Code, section 76038.

The CSSO or designee shall hold a hearing to determine whether an individual covered by this section poses a continuing danger to the physical safety of the District's students or employees. Notice of the hearing shall be provided to the affected individual no less than 5 days prior to the hearing. The hearing shall comply with basic due process standards, including providing the affected individual with the option to present information in support of his/her ability to participate as a student of the District without presenting a danger to students or employees. The CSSO or designee shall issue and deliver a written decision to the affected individual as to whether the individual poses a continuing danger; and shall deny admission/enrollment, permit admission/enrollment, or permit conditional admission/enrollment.

If admission or enrollment is denied, the affected individual may file a written appeal of the decision to the Board of Trustees within 5 days of delivery of the decision. Appeals are limited to the following:

1. The individual maintains that he/she was not expelled or subject to expulsion by another California community college for the offenses described in Education Code, section 76038, or
2. The individual maintains that he/she did not commit any offense described in Education Code, section 76038, or
3. The individual maintains that notice of the hearing was not provided a minimum of 5 days prior to the conduct of the hearing.

The Board of Trustees shall consider any timely appeal at its next regular meeting following receipt of the appeal or shall hold a special meeting for such purposes. The Board shall issue a decision on the appeal in writing to the individual filing a timely appeal.

Denial of Enrollment for Continuing Threat.

In addition, enrollment may be denied to any District student who has been suspended from the District for conduct involving acts of violence or threats of violence, including any conduct that potentially endangers the health or safety of others, until the District determines that the individual does not present a direct threat to others. A determination that an individual poses a direct threat to others must be based on an individualized assessment of the individual's present ability to safely participate as a District student. This assessment must be based on a reasonable medical judgment that relies on available objective evidence. In determining whether an

individual poses a direct threat, the District will consider (1) The duration of the risk; (2) The nature and severity of the potential harm; (3) The likelihood that the potential harm will occur; and (4) The imminence of the potential harm.¹ Any conduct for which admission or readmission may be denied must be related to a College activity or College attendance. Appeals regarding denial of admission or readmission enrollment shall be made to the CCSO or designee.

Denial of Readmission Following Protective Order.

In the event the District secures a protective order against a student that prevents the student from attending classes and maintaining his/her academic status, the District may require the student to apply for reinstatement after the expiration of the protective order and shall consider such application in accordance with Education Code, section 76030(b). The CCSO or designee shall conduct a review and take appropriate action on an application for readmission as described in section 76030.

If a student's record includes information concerning any disciplinary action taken by the College, the student may include in the record a written statement or response concerning the disciplinary action.

References: California Education Code Sections 66017, 66300, 66301, 72122, 76030 et seq; Accreditation Standard I.C.8 & 10

College of the Redwoods Fire fighter Academy Notice of Corrective Action

Date:		
Name	Rank	Company
<i>Skills Test Failure</i> <i>Policy/Procedure Violation</i> <i>Unacceptable Conduct/Behavior</i> <i>Cheating, Lying or Plagiarism</i>		<i>Tardiness</i> <i>Absenteeism</i> <i>Missed Required Instruction</i> <i>Non-Participation</i>
Description of Violation:		
Student Response:		
Director's Comments:		
<i>First Notice</i> ☐ <i>Second Notice</i> ☐ <i>Third Notice</i> ☐		
<i>Report must cover who, what, where, when and why. Student Rights: Grievance procedure as noted in college catalog</i>		
Academy Director Signature	Academy Coordinator Signature	
Academy Instructors Signature		
I certify that I have received a copy of this notice.		
<i>Student's Signature</i>		<i>Date</i>



DATE: _____

INSTRUCTOR REQUESTING ACTION: _____

STUDENT: _____

CORRECTIVE MEMO – CADET

SUBJECT:

--

IMPACT:

--

REMEDY:

--

Signatures: _____
Student Signature

Academy Director



Appendix L

Classroom Proposal



Department of Grant Initiatives and Programs

Classroom Programing Proposal

Developed in collaboration with:

Department of Grant Initiatives and Programs

Facilities & Maintenance Department

Career Education Division

Facilities Planning Committee



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III. Space Overview

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Potential Use

Timeline

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Potential Use

Applied Technology – AT 131/Lower Diesel

Current Use/ Historical Space Utilization

Potential Use

Timeline

IV. Funding

Project Overview

The purpose of this proposal is to outline potential modifications to existing and future instructional and lab spaces, to positively impact the greatest number of students.

Overview of Proposed Classroom Programing:

AT 105: Fire Technology Classroom

AT 131: Fire Technology Engine and Equipment Storage (Lower Diesel)

HU 125: Aquaculture Lecture and Lab Space

New Construction: Residential Wiring/ Electrician Trainee Lab

Space Overview

This section will explore the current and proposed use of each of the spaces identified in this proposal.

Applied Technology - AT 105

Current Use/ Historical Space Utilization

Historically the AT 105 classroom has been used as a computer lab for the Drafting and Forestry & Natural Resources classes. During the current semester, the computer lab in AT 105 has been decommissioned and the recently purchased computers have been moved to Humanities 206. With the computer lab being decommissioned, this classroom is now one of the largest lecture spaces in the AT complex.



Potential Use

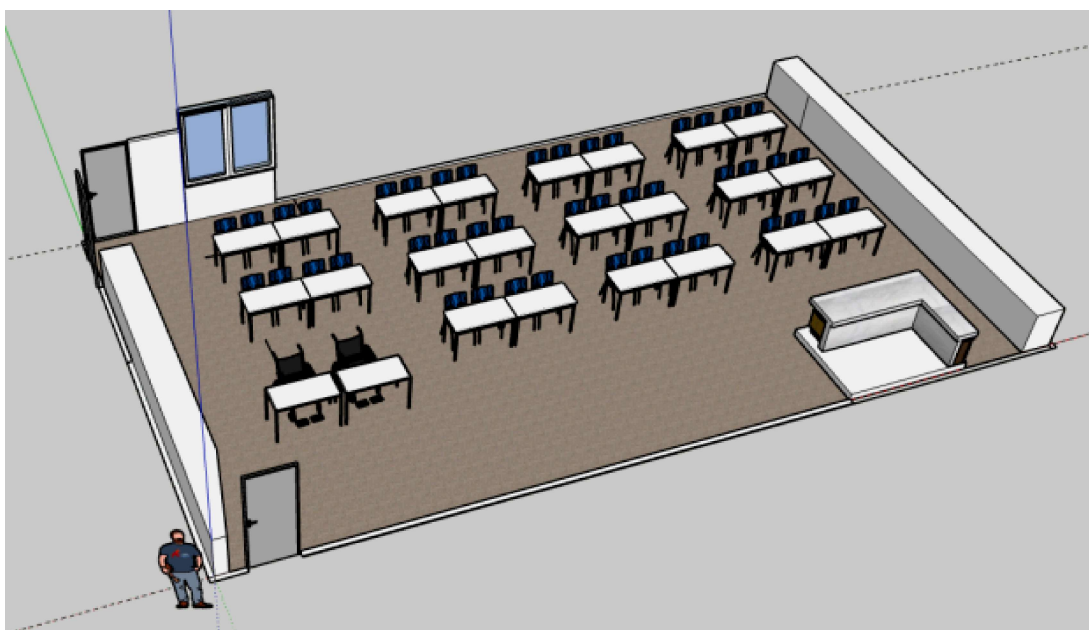
One opportunity for this space is to utilize it for the Fire Technology program. The past two semesters, 2024F and 2025S, have had census enrollments of 30.

Recently CR has signed an Instructional Service Agreement (ISA) with the Humboldt County Firefighters Association to provide required professional development and continuing education for local fire fighters. An appropriate space will need to be designated to provide these services to our local firefighting community per our ISA. This AT 105 location is also in close proximity to equipment and engine storage in the lower diesel area.

Preliminary classroom test fits have found to accommodate at a minimum:

- 44 Standard Seats
- 2 ADA Seats

This space could also hold a laptop cart to give computer access to Fire Tech Cadets.



Timeline

Spring 2025 – Clear out existing furniture and obsolete drafting equipment

Spring 2025 – Procure and deploy new classroom furniture

Fall 2025 – Ready for instruction

Humanities 125

Current Use/ Historical Space Utilization

Historically this classroom has been called the “Geology” classroom. A Geology class has not been conducted in this space since Spring of 2024.

Other courses offered in this space include:

Fall 2023

1 Geology Lab was scheduled for one day a week in the room.

1 Oceanology Lab was scheduled for one day a week in the room.

Spring 2024

1 Geology Lab was scheduled for one day a week in the room.

1 Oceanology Lab was scheduled for one day a week in the room.

Fall 2024

1 section of CT-80, 1 day a week

3 sections of CHEM-2. Scheduled 1 day a week in the room with only one section meeting twice a week in the room.

1 section of AQUA-5 scheduled 1 day a week.

Spring 2025

1 section of ADCT-10, scheduled twice a week

1 section of SNLA-1A, scheduled twice a week

1 section of CHEM-100, scheduled twice a week

1 section of FRNC-1B, scheduled twice a week



Potential Use

The proposed use for HU 125 is to be the home of Aquaculture, where all labs and lectures are held. There are various lab materials and equipment needed to conduct the Aquaculture courses. A preliminary conversation has found that with the use of a dedicated space, HU 125 has the ability to house all needed lab supplies to meet the course learning outcomes and objectives.

Currently the program does not have a dedicated space, and the faculty member is having to set up labs in multiple spaces, even having to perform fish dissections in non-lab settings, in carpeted classrooms.

Benefits to the program include the proximity of the prep room, where all material and supplies can be stored, as well as the 2 handwashing sinks in the back of the classroom and the 1 sink in the prep room.

Aquaculture is a recently deployed program, working on growing enrollment. Having a dedicated space would allow more time for faculty outreach and recruitment efforts for the program and provide Aquaculture with a space they can grow into. When it comes to fiscal responsibility, it is more practical to scale up in the future, if needed, potentially in collaboration with Nordic Aquaculture and/or Cal Poly Humboldt and to divert the larger new building project to a program that serves more CTE students in an industry with existing labor market demand.

This classroom has cement flooring with wooden tables and a large prep area. The recommendation is to assign this as the permanent Aquaculture lecture and lab space. Preliminary discussions have determined that a smaller scale aquaculture tank system, with an emergency water catchment system, could be set up in the prep area to meet the learning outcomes of the Aquaculture program. This proposal recommends giving scheduling preference to the Aquaculture program in HU 125.

Timeline

Spring 2025 – Declutter classroom and prep area of legacy Geology supplies and equipment

Spring 2025 – Procure classroom Aquaculture system and transition Aquaculture program equipment to the lab prep space

Fall 2025 – Classroom ready for instruction. It is highly likely that the assembly of the new system could be done as an in-class lab exercise or assembled by the faculty over the summer

New Building Site

Potential Use

Currently the district has engaged with Whitchurch Engineering to develop an Aquaculture wet lab, at the empty site behind the cafeteria. Currently, we are awaiting final approval from geotechnical engineers regarding the additional structural engineering that will be needed at this site.

The initial plan for an Aquaculture wet lab included over \$120,000 in equipment which has proven challenging for moving through the DSA process for accessibility and structural engineering of aquaculture systems for earthquake purposes.

The recommendation is to reallocate this site to the Residential Wiring/Electrician Trainee program. This is a Career Education program (CTE tops coded, eligible for the funding used to develop this project) in need of a lab space for their mock-up training. This would be an open lab space that would house mock-ups, where students hone their wiring skills.

Other aspects of the Construction Technology Program that could utilize this site include OSHA Construction Safety, Building Maintenance, Carpentry Techniques for Existing Buildings, and Carpentry Theory. This space also opens opportunities for expansion in the Plumbing and HVAC fields in the future.



Applied Technology – AT 131/Lower Diesel

Current Use/ Historical Space Utilization

Currently Lower Diesel is a catch-all space, housing the fire engine, residential wiring mock-ups and other various items. The lower diesel bays are the only bays large enough on campus to accommodate the fire engine.



Potential Use

The proposed use of this space would be a storage area for the fire engine and Fire Technology equipment. The Residential Wiring program would vacate the space and move into the newly constructed building. The Automotive Program would maintain their palletized storage area on the south wall of the room. This space is in close proximity to the proposed Fire Technology classroom, AT 105. With the anticipated demolition of the old PE building, Fire Tech will be in need of a location to store their equipment.

Timeline

2024 Spring – Fall 2026 – The space would remain status quo

Fall 2026 – Electrician Trainee Program moves into the newly constructed building

Fall 2026 – Fire Tech can move over their equipment from the PE building ahead of the planned demolition in 2027.

Funding

All programs involved in this classroom re-programing proposal are CTE TOPS coded.

Residential Wiring

Aquaculture

Fire Tech

The CTE TOPS coding allows for use of Strong Workforce funding. The cost savings realized from not spending \$120K on the large aquaculture system for the new building can be reallocated to the following areas:

- > Purchasing a smaller classroom aquaculture system ~\$5-10k**
- > Classroom furniture for AT 105 ~\$33K**
- > Laptop Cart with 30 laptops for AT 105 ~\$40k**
- > Additional structural engineering projected to be needed for the new building \$TBD (~\$37k in cost savings remaining)**



Appendix

M

Letters of Endorsement

**DEPARTMENT OF FORESTRY AND FIRE PROTECTION**

Humboldt-Del Norte Unit
118 S. Fortuna Blvd.
Fortuna, CA 95540



September 9, 2024

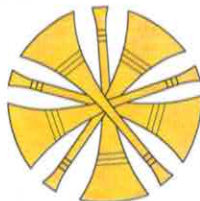
Chris Fowler, Division Chief
Office of State Fire Marshal
710 Riverpoint Court
West Sacramento, CA 95691

Chief Fowler,

The CAL FIRE Humboldt-Del Norte Unit supports and endorses State Fire Training accreditation of College of The Redwoods Fire Technology Program. Administrators of College of The Redwoods have engaged investment to establish an accredited fire academy for the benefit of fire departments in the North Coast Region of California as well as for the benefit of students seeking Fire Service careers. The CAL FIRE Humboldt-Del Norte Unit has partnered with College of The Redwoods for several years in providing one to two Basic Firefighter Academies per year where approximately 80 to 100% of graduates from each Academy have been hired by CAL FIRE as seasonal firefighters. This partnership has already paid dividends in increasing the local firefighter workforce for the CAL FIRE Humboldt-Del Norte Unit. Enhancing fire training at College of The Redwoods with accreditation will result in an increased availability of competently trained firefighting personnel for Federal, State, and Local Government fire departments. I would appreciate your support of assisting College of The Redwoods with obtaining accreditation their Fire Technology Program. Additionally, the CAL FIRE Humboldt-Del Norte Unit and College of The Redwoods recently initiated a Memorandum of Understanding (MOU) to allow an exchange of Forestry and Fire Science knowledge for the benefit of College of The Redwoods students and faculty as well as CAL FIRE personnel. A formal announcement of this MOU will be released later this month. Please contact me if I can be of any assistance to you and College of The Redwoods.

Sincerely,

Kurt McCray, Unit Chief
CAL FIRE
Humboldt-Del Norte Unit



**FIRE CHIEFS' ASSOCIATION
OF
HUMBOLDT COUNTY**

President Rick Nicholson
Vice President David Vainuku

Secretary/Treasurer Rich Grissom

P.O.Box 7014
Eureka, CA 95502-7014

October 23, 2024

Chief Chris Fowler
Deputy State Fire Marshal, State Fire Training
710 Riverpoint Ct.
West Sacramento, CA 95691

Re: College of the Redwoods Fire Academy and Regional Training Program

Chief Fowler,

The Fire Chiefs' Association of Humboldt County through this letter, offer our support for the Redwoods Community College District, known as College of the Redwoods (C/R) in becoming an Accredited Regional Training Program and Fire Academy.

The Regional Training Program and Fire Academy provided by C/R would provide a positive benefit to our student population, rural fire agencies and communities. The greater Humboldt, Del Norte, northern Mendocino and western Trinity county areas lack a certified educational program to encourage and retain current and future firefighters in our area. Currently, the closest accredited facility is a minimum four hours away from our area. This means that out of area travel and expenses associated with, are necessary for agencies to pay for members to obtain even the basic of certifications. It is cost prohibitive and challenging for volunteers to further their education. As the fire service struggles to retain and attract members into our profession. College of the Redwoods is building a program that will benefit our area, fire departments, and most importantly the men and women who serve their communities with the education and training they need to further their volunteer or paid fire service careers.

The Chiefs' Association of Humboldt has agreed to support the program and academy with apparatus, equipment and personnel as needed. C/R has a popular and successful wildland academy in partnership with Cal Fire. We've been impressed with the results and students have job opportunities upon graduation. With your support towards accreditation, C/R can move forward and offer more opportunities to more students as they obtain professional certifications in their fire careers in our rural area.



**FIRE CHIEFS' ASSOCIATION
OF
HUMBOLDT COUNTY**

President Rick Nicholson
Vice President David Vainuku
Secretary/Treasurer Rich Grissom

P.O.Box 7014
Eureka, CA 95502-7014

In closing, the chiefs' association has been impressed with the leadership of C/R in providing this needed service. There has been a need for a long time for this educational opportunity in our community and the demand has resulted in C/R working to establish the academy and regional training program.

Respectfully,

Rick Nicholson
President
Humboldt County Fire Chiefs' Association



HUMBOLDT BAY FIRE

Joint Powers Authority

533 C Street • Eureka, California 95501-0340 • (707) 441-4000
Fax (707) 441-4133 • www.hbfire.org • email: info@hbfire.org

September 4th, 2024

Chris Fowler, Deputy State Fire Marshal

California State Fire Training

710 Riverpoint Ct.

West Sacramento, CA 95691

RE: Letter of Endorsement

Dear Chief Fowler,

This letter is to formally document Humboldt Bay Fire Joint Powers Authority's support of the application being submitted by the Redwoods Community College District (RCCD) towards receiving status as an Accredited Regional Training Program and Accredited Local Fire Academy.

In the past, the RCCD has provided limited State Fire Training classes, an Associated Degree Program in Fire Technology and a Cal Fire Basic Wild Land Firefighter Academy. The next step for RCCD is Accreditation as a Regional Training Program and Accredited Local Firefighter Academy and via this letter Humboldt Bay Fire would like to document its support of this request. Supporting this documentation is Humboldt Bay Fire's pledge to support these programs with facilities, apparatus, equipment and instructors in an effort to train and educate current and aspiring firefighters. In fact, Humboldt Bay Fire has already donated a surplus 2007 Type 1 engine to the RCCD and executed an agreement for the RCCD to use Humboldt Bay Fire's Regional Training Facility to facilitate the training of students enrolled at the RCCD.

Currently, there is not an Accredited Firefighter 1 Academy offered in Humboldt County and the nearest Accredited Fire Academies are located in Redding, Weed, Santa Rosa and Chico. All of these locations are a minimum of 3 hours drive from Humboldt County. Like many other Fire Agencies in California, Humboldt Bay Fire struggles to retain and hire qualified entry level Firefighters. The RCCD becoming an Accredited Local Firefighter Academy will provide Humboldt Bay Fire the ability to send local aspiring Firefighters to a Firefighter 1 Academy locally and hire local, qualified Firefighter 1 graduates of the RCCD's Firefighter Academy. Humboldt Bay Fire has identified the need for a Local Accredited Firefighter 1 Academy as a strong solution to our hiring and retention issues.



HUMBOLDT BAY FIRE

Joint Powers Authority

533 C Street • Eureka, California 95501-0340 • (707) 441-4000
Fax (707) 441-4133 • www.hbfire.org • email: info@hbfire.org

Certification as a Regional Training Program will also provide a number of additional benefits to the region including the local handling and administration of CFSTES, FSTEP and CCICS courses in accordance with State Fire Training policies and procedures. This will not only benefit Humboldt Bay Fire with the development of our employees but also benefit the numerous Volunteer Fire Agencies located in Humboldt and Del Norte Counties.

In closing, Humboldt Bay Fire is extremely pleased and excited with the prospect of the RCCD becoming an Accredited Regional Training Program and Accredited Local Fire Academy and fully support this application as a positive step in the development of RCCD's fire training program and regional Firefighting capabilities.

Respectfully,

Timothy E. Citro, Interim Fire Chief
Humboldt Bay Fire Authority
533 C St. Eureka, Ca. 95501
707-441-4015

September 27, 2024

Chris Fowler
Deputy State Fire Marshal
710 Riverpoint Ct.
West Sacramento, CA 95691

Re: Fire Academy Accreditation for College of The Redwoods Program

Dear Chief Fowler,

I am writing this letter to you to acknowledge my agency's support for your consideration of accreditation of the College of the Redwoods Fire Academy. This program benefits the local, regional, and state fire service in many valuable ways.

The College of the Redwoods Fire Academy provides opportunities for students who seek careers in the Fire service who would otherwise would not be able to receive the needed certifications. It would allow them to focus and dedicate themselves to fire service career development within the Humboldt County region, which in turn, benefits our local fire agencies and communities, as well as regional and state agencies.

Many local students seek the opportunity to serve in various agencies but are unable to gain the education and certifications that are required by the fire service. Accreditation of the fire academy would assist in developing those students in achieving the required elements to obtain careers in all facets of the fire service.

Finally, accreditation of the program would support the continuing education and training needs of the local fire service, as well as the rest of the California fire service. Often firefighters are unable to attend courses due to long waiting lists to enroll in courses with limited availability. This hinders their opportunity for maintaining their qualifications or advancement to higher levels when the classes are not available. An accredited would help to relieve the high demand for courses.

Our agency has benefitted from the service of students of other accredited programs who have worked for us, however, left to return to the area they attended other accredited academies. Having an accredited academy in our area will help us to recruit and retain a trained workforce for our local fire service, while still supporting regional, state, and federal partners.

Again, thank you for your consideration of this valuable program. If you have any questions or I can assist with supporting the process of accreditation of the Fire Academy at The College of The Redwoods, please contact me.

Sincerely,



Chris Emmons, Fire Chief
Arcata Fire Protection District



Fortuna Fire Protection District

320 S Fortuna Blvd • Fortuna, CA 95540
(707) 725-5021

"At your service"

Chris Fowler
Deputy State Fire Marshal
710 Riverpoint Court.
West Sacramento, CA 95691

September 9, 2024

RE: Application for Regional Training Program

Dear Fire Marshal Fowler:

This letter intends to document Fortuna Fire Protection District's support of the application for recognition as an Accredited Regional Training Program and testing site.

We have continually struggled to find an appropriate way to channel our volunteers in their quest for higher education in fire technology. Unfortunately, there has been no source for our local firefighters and our youth without venturing out of the area. Our fire district continues to lose many valuable firefighters to other regions due to the lack of an accredited program that local fire districts and departments can access. This is the type of issue that hits our volunteer departments extremely hard. With the development of an accredited Regional Training Program and Local Academy, the college would be able to offer a complete package to the many volunteers in our region and our student population.

Accreditation as a Regional Training Program and Local Academy is a well-timed and appropriate step. We are excited to support and participate in the process and look forward to working with the College of the Redwoods to make this a reality.

Respectfully,

Rus Brown
Fire Chief
Fortuna Fire Protection District