



Alaska

Department of
Transportation and
Public Facilities

2018 Environmental Program Training Plan

Table of Contents

Acronyms	1
1. Environmental Program Training Plan Overview	2
1.1 NEPA Assignment Training Requirements	2
1.2 Introduction.....	2
1.3 Plan Organization.....	3
1.4 Training Plan Updates.....	3
2. Training Opportunities.....	3
2.1 DOT&PF Manuals	3
2.2 Environmental Procedures Manual Training	4
2.3 Mentoring	5
2.4 Regular Internal Training.....	5
2.5 Ad-hoc Internal Training.....	7
2.6 Classroom Training.....	7
2.7 Virtual Classroom Training.....	15
2.8 Conferences and Workshops.....	15
2.9 Online Training	16
3. Online Resources	22
4. Staff Training Records.....	22
4.1 Individual Training Plan.....	22
4.2 Individual Training Requests	23
4.3 Completion of Training.....	23
5. Training Requests	24
5.1 RD&T2 Training Requests	24
5.2 FHWA Training Requests.....	24
5.1.1 Current Training Requests	24
5.1.2 Prior Training Requests	25
APPENDICES	
APPENDIX A	
APPENDIX B	
APPENDIX C	
APPENDIX D	

Acronyms

AASHTO	American Association of State Highway Transportation Officials
ANILCA	Alaska National Interest Lands Act
DOT&PF	Alaska Department of Transportation
EPM	Environmental Procedures Manual
FHWA	Federal Highway Administration
MOU	Memorandum of Understanding
NEPA	National Environmental Policy Act
NHI	National Highway Institute
OHA	Office of History and Archeology
PA	Programmatic Agreement
P&P	Policy and Procedure
QA/QC	Quality Assurance/ Quality Control
RD&T2	Research, Development, and Technology Transfer
REM	Regional Environmental Manager
SEO	Statewide Environmental Office
VTC	Virtual Training Classroom

1. Environmental Program Training Plan Overview

1.1 NEPA Assignment Training Requirements

As part of the Federal Highway Administration (FHWA) Surface Transportation Project Delivery Program ([23 U.S. Code \[USC\] 327](#)), commonly known as the NEPA Assignment Program, the Alaska Department of Transportation and Public Facilities (DOT&PF) has assumed FHWA responsibilities for complying with the National Environmental Policy Act (NEPA) when developing federally funded highway projects in Alaska that DOT&PF designs and constructs. Under the NEPA Assignment Program Memorandum of Understanding ([MOU](#)) between FHWA and DOT&PF dated November 3, 2017, DOT&PF has also assumed FHWA's legal responsibilities and liabilities for its actions and decisions pertaining to the environmental review and approval responsibilities assigned under the NEPA Assignment Program, including interagency consultation, and environmental regulatory compliance.

The NEPA Assignment MOU Part 12. *Training*, requires the DOT&PF to continue to implement training necessary to meet its environmental obligations. The DOT&PF must annually assess the need for training and develop a training plan, which must be updated annually during the term of the MOU. The development of, and updates to, the training plan must be done in consultation with the FHWA, and in consultation with other Federal agencies as appropriate.

This Environmental Program Training Plan is intended to fulfill the requirements of NEPA Assignment MOU Part 12.

1.2 Introduction

The DOT&PF Policy and Procedure (P&P) 02.04.010 *Training* outlines the DOT&PF's formal guidance on training.

The environmental field is constantly evolving and regulations change often; therefore, it is important that training utilizes the latest technologies and is structured in a format that allows for quick modifications.

DOT&PF continues to rely heavily on on-the-job training and mentoring as an efficient and effective method of ensuring that new environmental staff get the skills to successfully accomplish their tasks. Collaborative on-the-job training and mentoring also provide valuable professional development for career staff.

Classroom training is effective; however, it is not consistently offered. Budget constraints limit our ability to send staff to trainings and conferences outside their region or out of state. We will continue to use classroom training opportunities for environmental staff as available and send staff to appropriate trainings and conferences as our budget allows.

In addition to classroom training and conferences, DOT&PF plans to utilize web-based training available through other agencies as well as conducting our own rapid-delivery information sessions on environmental topics on an as-needed basis, using web- and video-based conferencing.

This plan is not intended to encompass every possible training opportunity. Environmental staff and their supervisors are encouraged to explore additional training opportunities not listed in this plan as the supervisor deems appropriate.

1.3 Plan Organization

Following Section 1, the DOT&PF Environmental Program Training Plan consists of four sections. Section 2 highlights some of the training available to DOT&PF environmental staff. Section 3 provides an introduction to several online resources helpful in an employee's day-to-day work. Section 4 outlines DOT&PF's procedures for documenting and tracking individual staff training and provides guidance for supervisors of environmental staff in creating an Individual Training Plan. Section 5 identifies current and prior training requests, providing environmental staff and their supervisors with a sense of the courses that will likely be offered in the coming year and those courses that have previously been offered. Appendix A provides a copy of an optional Individual Training Plan Form and Appendix B provides a summary of required trainings for environmental staff. Appendices C and D are matrices developed to summarize the desired skills and knowledge for environmental staff and to correlate training opportunities with one or more group of skills.

1.4 Training Plan Updates

The Environmental Program Training Plan is not a static document. The Statewide Environmental Office (SEO) intends to update this Environmental Program Training Plan annually as required by the NEPA Assignment MOU. In order to fulfill this requirement, the SEO intends for Section 5. *Training Requests* be updated each year by October 1 to synchronize the environmental training plan with the overall DOT&PF training program (see Section 5). Other sections of the training plan will also be updated at that time only if a need to do so has been identified during the course of the year. Reasons for updating other sections include but are not limited to the following: changes in DOT&PF policies and procedures related to training, changes in training opportunities provided, and changes in hyperlinks or resources.

A summary of the changes made in each annual update will be included in this section. If no other changes have been made except for the Section 5. *Training Requests*, the update will make an affirmative statement that the Environmental Program Training Plan was reviewed and no other changes were deemed necessary. As this is the first Environmental Program Training Plan under the NEPA Assignment Program, there are no changes to report at this time.

2. Training Opportunities

2.1 DOT&PF Manuals

Environmental staff should become familiar with procedures outlined in several manuals:

- Alaska NEPA Assignment Program Environmental Procedures Manual (EPM)
- Alaska FHWA Environmental Procedures Manual
- Alaska Highway Preconstruction Manual
- Alaska Aviation Preconstruction Manual

DOT&PF has two Environmental Procedures Manuals: one specific to the NEPA Assignment Program and one for non-assigned projects in which FHWA approves environmental documents. The EPM specifically outlines the DOT&PF's procedures to comply with NEPA and other relevant federal and state environmental laws, regulations, and executive orders.

The two Preconstruction Manuals (Highways and Aviation) outline the DOT&PF's procedures for project development.

While training is provided for the NEPA Assignment Program EPM (see next section), no training is provided regarding the Preconstruction Manual procedures, other than peer-based mentoring and on the job training.

All of these manuals are available online for reference.

2.2 Environmental Procedures Manual Training

To assist in learning the procedures in the NEPA Assignment Program EPM, the SEO will provide roll-out training for the NEPA Assignment Program EPM within three months of issuing the EPM. The SEO also has a consultant developing interactive online training modules for each NEPA Assignment Program EPM chapter that will serve as a permanent training tool for environmental staff. Once developed, the NEPA Assignment Program EPM online modules will be accessible on the DOT&PF [Statewide Environmental Training website](#).

Since the NEPA Assignment Program EPM is new and knowledge of the procedures is necessary to the essential job functions for the environmental series positions, including carrying out the responsibilities assigned under the NEPA Assignment MOU, all current environmental staff is required to participate in the NEPA Assignment Program EPM roll-out training. The roll-out training will be recorded and posted on the Statewide Environmental Training website to serve as interim training until the NEPA Assignment Program EPM training modules are made available.

The EPM training modules should be considered mandatory, once available, as follows:

New environmental staff: new environmental employees should complete the NEPA Assignment Program EPM training modules as part of their initial training, within three months of their hire. The roll-out training recordings may be viewed in the case where an employee is hired prior to the EPM modules becoming available. This may only be waived where a current environmental employee moves laterally or is promoted into a different environmental position within the DOT&PF.

Current environmental staff: since the NEPA Assignment Program procedures are new, all current environmental staff will be required to complete the NEPA Assignment Program EPM training modules (even if they completed the roll-out training) to reinforce their understanding of the new procedures. After this initial training, all current environmental staff are required to take the NEPA Assignment Program EPM training modules as refreshers as determined necessary by their supervisors or the REM, with the exception of the training module on re-evaluations.

Reevaluation training: The NEPA Assignment Program EPM training module on re-evaluation procedures must be completed by environmental staff on a quarterly basis during the first year of NEPA Assignment (through November 13, 2018) and then twice per year thereafter. This is a

commitment per the October 13, 2016 Letter to FHWA regarding the 6004 Program oversight review of 61275 Parks Highway MP 239-263. Until the NEPA Assignment Program EPM training module is developed, a PowerPoint webinar training on Reevaluations (dated December 2017) is provided on the Statewide Environmental Training Website and may be viewed to complete this requirement.

As the EPM is updated, the SEO will provide webinar training to the Regional environmental staff on the updated procedures. These webinars will be recorded and posted on the training website for future use.

2.3 Mentoring

DOT&PF’s organizational structure allows for mentoring of junior and newly-hired environmental staff. Senior environmental analysts and the Regional Environmental Manager (REM) are able to mentor new staff because environmental staff are structured in teams. Mentoring happens naturally as staff work together (e.g. there is no official program or assignment of mentors). Mentoring is an economical way of providing excellent job-specific training, and is highly encouraged. Mentoring is one of the few training opportunities that can help environmental staff progress in all desired skill sets.

Senior staff acting as mentors can guide junior and new environmental staff through problem solving, demonstrating how to complete tasks, and providing constructive criticism of work products. The mentor also learns while teaching junior or new staff. By mentoring, senior staff will improve their communication and problem solving skills, and gain experience in overseeing junior staff’s work products.

2.4 Regular Internal Training

Regular internal training opportunities already exist for environmental staff, as described in Table 1. Many of these opportunities are often flexible and can be tailored to meet the needs of individual staff members. Internal training opportunities are typically free to attend, though in some cases there may be travel costs.

**Table 1
DOT&PF Internal Training Opportunities**

Internal Training Opportunities	Description	Approximate Frequency
NEPA Assignment Program Environmental Procedures Manual (EPM) Training	Web-based modules that cover environmental procedures under the NEPA Assignment Program. NOTE: In development; recorded NEPA Assignment Program EPM roll-out training provided in interim.	Continuous, with re-evaluation training required quarterly through Nov. 2018, and then twice annually thereafter.
Statewide Environmental Office Training Website	Web-page featuring links to various past presentations and trainings, including those	Continuous

Internal Training Opportunities	Description	Approximate Frequency
	provided as part of NEPA Assignment implementation.	
Statewide Environmental Topic Web-conference	A web-conference to provide all environmental staff with a forum for discussing or receiving training on topics of concern.	Monthly, as needed
Central Region Environmental Expo	A one-day conference for Central Region's construction project engineers regarding storm water permit compliance and other environmental-related topics that vary each year. This is also attended by Central Region environmental staff.	Every year, in spring
Statewide Environmental Summit	An environmental conference that provides a forum for discussing topics of concern. Length of conference and topics presented vary for each Summit.	Every year, as funding allows
DOT&PF ECATTs	An online training site that allows staff to register for training offered by the DOT&PF and offers online courses for wetlands, stormwater, and HAZCOM.	Continuous
Alaska Certified Erosion and Sediment Control Lead (AK-CESCL)	A two-day certification course focused on storm water inspections and permit compliance.	Several times per year
Cultural Resource Team (CRT) Meetings	Regular meeting held by the Statewide and Regional Professionally Qualified Individuals (PQIs), with the Office of History and Archeology (OHA) DOT&PF Liaison, which allows for peer-learning, case-based training, and discussion of Section 106 processes.	Every month

2.5 Ad-hoc Internal Training

DOT&PF may develop training to address priorities where it appears no such training opportunities exist from other sources. This training will be contingent on the availability of staff time and funding within the Department.

This includes addressing training needs arising from new policies and procedures, programmatic agreements, and memoranda of understanding and/or agreement (MOUs/MOAs); the implementation of new technologies; Departmental directives; and other circumstances that necessitate specific training.

Ad-hoc training can be developed and delivered by either the SEO or Regional offices.

2.6 Classroom Training

The SEO works with the Department's Research, Development, and Technology Transfer (RD&T2) personnel and FHWA to identify and provide appropriate classroom training from reliable, professional sources to environmental staff (see Section 5).

DOT&PF aims to provide certain core National Highway Institute (NHI) and other classroom trainings on a regular basis in each of the Regions (see Table 2). Classroom training offerings will be based on Regional interests and priorities, as funding allows.

Current classroom training opportunities are listed on the RD&T2 website. In many cases, there is no registration fees and registration can be done online through the RD&T2 website after the employee has created an account. Environmental staff and their supervisors should periodically check the [Training Calendar](#) to identify available training opportunities applicable to their position or for advancing to a more senior position. RD&T2 also has a web feature that will notify a staff member of upcoming training in a specific area of interest.

**Table 2
Required Core Classroom Trainings**

Example Sponsor/Course (equivalent courses may be offered that address knowledge base)	Knowledge Base	When offered, required for
National Highway Institute (NHI) – NEPA and Transportation Decision-Making	<ul style="list-style-type: none"> • Regulatory compliance with NEPA, especially as applied by FHWA • Project development • Environmental analysis 	<ul style="list-style-type: none"> • All Analyst positions • New hires • As a refresher (not taken within 3 years)
National Highway Institute (NHI) – Beyond Compliance: Historic Preservation in Transportation Project Development*	<ul style="list-style-type: none"> • Regulatory compliance with Section 106 • Project development • Environmental analysis 	<ul style="list-style-type: none"> • PQIs (required) • All Analyst positions (required) • New hires (required) • REMs (required) • NEPA Program Managers • As a refresher, once every three years
Office of History and Archeology (OHA) – Alaska Heritage Resources Survey (ARHS) Database Training*	<ul style="list-style-type: none"> • Conducting historic properties research for compliance with Section 106 	<ul style="list-style-type: none"> • PQIs (required) • All Analyst positions • REMs • NEPA Program Managers • As a refresher
Advanced Section 106 course* (may be fulfilled by the Advisory Council on Historic Preservation’s Advanced Section 106 Seminar or equivalent training)	<ul style="list-style-type: none"> • Regulatory compliance with Section 106 • Project development • Environmental analysis 	<ul style="list-style-type: none"> • PQIs (required), with refresher once every three years
National Highway Institute (NHI) – Applying Section 4(f): Putting Policy into Practice	<ul style="list-style-type: none"> • Regulatory compliance with Section 4(f) • Project development • Environmental analysis 	<ul style="list-style-type: none"> • All Analyst positions • REMs • NEPA Program Managers • As a refresher (not taken within 3 years)
Annual Section 106 PA Training*	<ul style="list-style-type: none"> • Regulatory compliance with Section 106 • Implementation of the Section 106 PA 	<ul style="list-style-type: none"> • PQIs (required)

Note: DOT&PF Policy and Procedure 02.04.010 *Training* defines mandatory training as “training directly linked to the individual’s ability to perform the essential functions of his/her current position.” These trainings, when offered, are mandatory as they provide the necessary skills and knowledge related to the essential job functions for the environmental series positions, including implementing the DOT&PF’s responsibilities assumed under the NEPA Assignment MOU. Those classroom trainings marked with an asterisk (*) are required by the Section 106 Programmatic Agreement (PA) at the specified frequencies and must be attended by all individuals in the specified positions as outlined in the Section 106 PA. The annual Section 106 PA training is not required to be a formal “classroom” training and may be done via teleconference, webinar, or other alternative delivery method. It is placed here due to its importance as a core training.

The core courses in Table 2 provide the necessary skills and knowledge related to the essential job functions for the environmental series positions, including implementing the DOT&PF's responsibilities assumed under the NEPA Assignment MOU. Therefore, when offered, these courses should be considered mandatory for environmental staff as follows:

- **New hires/Junior staff:** the core courses in Table 2 are particularly important to have early in one's career with DOT&PF. For this reason, these courses are critical for new environmental staff or those currently in junior environmental series positions (Analyst I and II) who have not yet had these trainings.
- **Refresher:** the core courses in Table 2 help maintain the skills and knowledge base that is important to all environmental series positions. Therefore, environmental staff that has not had a core training within 3 years should re-take the course as a refresher when offered. This is particularly important for Section 106 and Section 4(f) trainings.
- **Senior staff not needing a refresher:** senior environmental staff (Analyst III, REMs, NEPA Program Managers, Statewide Environmental Program Manager) who have completed a core training (or comparable course) within three years should be allowed to attend the course as a refresher when offered and as space allows. Having more experienced staff in these classroom trainings with those less experienced also provides a learning opportunity, since experienced staff can provide context and examples of how the knowledge being taught in the course can be applied to DOT&PF projects.

In addition, as noted in Table 2, the Section 106 Programmatic Agreement (PA) requires that certain classroom training opportunities be held at specified frequencies and be attended by all individuals in the positions specified in the Section 106 PA. These trainings provide the necessary skills and knowledge related to the essential job functions for implementing the DOT&PF's responsibilities assumed under the Section 106 PA and, therefore, should be considered mandatory for the noted positions. It is important that Regional Environmental Managers (REMs) become familiar with the Section 106 PA in order to ensure that environmental staff obtain the required training in compliance with the agreement.

In addition to the core trainings, other important classroom trainings that should be offered as funding allows are listed in Table 3. Many of these trainings are important in developing additional skills and knowledge base related to the essential job functions for implementing responsibilities assumed under the NEPA Assignment MOU. Therefore, when offered, these courses are to be considered mandatory for environmental staff as noted in Table 3, except for where staff has taken the course (or comparable course) within three years.

Note that because a training is considered mandatory, there may be extenuating circumstances that prevent staff from attending. This may include but is not limited to: limitations on out-of-state travel due to budget limitations, prioritizing staff attendance when multiple staff have requested the same training for staff with more immediate training needs and/or limiting interference with critical environmental tasks.

The SEO will notify the REMs when the courses in Table 2 and 3 are provided, and then the REMs will disseminate this information to the regional environmental staff and their supervisors to ensure environmental staff attendance, as appropriate.

**Table 3
Required Supplemental Classroom Trainings**

Topic	Example Sponsor/Course (equivalent courses may be offered that address knowledge base)	Knowledge Base	When offered, required for (unless otherwise noted)
NEPA	National Highway Institute (NHI) – Advanced Seminar on Transportation Project Development: Navigating the NEPA Maze	<ul style="list-style-type: none"> Regulatory compliance with NEPA, especially as applied by FHWA on more complex projects Project development Environmental analysis for complex projects 	<ul style="list-style-type: none"> Analyst I (recommended) Analyst II and III REMs NEPA Program Managers
	FHWA Resource Center – Planning and Environmental Linkages	<ul style="list-style-type: none"> Project development Integrating NEPA compliance with during planning Environmental analysis 	<ul style="list-style-type: none"> All Analyst positions REMs NEPA Program Managers
	FHWA Resource Center – Quality of NEPA Documentation/Improving the Quality of NEPA Documents	<ul style="list-style-type: none"> Regulatory compliance with NEPA Environmental analysis Effective communication of technical information 	<ul style="list-style-type: none"> All Analyst positions REMs NEPA Program Managers
	FHWA Resource Center – Indirect and Cumulative Effects	<ul style="list-style-type: none"> Regulatory compliance with NEPA, especially as applied by FHWA on more complex projects Project development Environmental analysis for complex projects 	<ul style="list-style-type: none"> Analyst II and III REMs NEPA Program Managers

Topic	Example Sponsor/Course (equivalent courses may be offered that address knowledge base)	Knowledge Base	When offered, required for (unless otherwise noted)
	FHWA Resource Center – Purpose and Need and Alternatives Development	<ul style="list-style-type: none"> • Regulatory compliance with NEPA, especially as applied by FHWA on more complex projects • Project development • Environmental analysis for complex projects 	<ul style="list-style-type: none"> • Analyst II and III • REMs • NEPA Program Managers
Public Involvement	National Highway Institute (NHI) – Public Involvement in the Transportation Decision-making Process	<ul style="list-style-type: none"> • Regulatory compliance with NEPA • Effective communication of technical information • Technical skill (development of public involvement plans) 	<ul style="list-style-type: none"> • All Analyst positions • REMs • NEPA Program Managers
	National Highway Institute (NHI) – Effective Communication in Public Involvement	<ul style="list-style-type: none"> • Regulatory compliance with NEPA • Effective communication of technical information • Interpersonal skills/developing relationships 	<ul style="list-style-type: none"> • All Analyst positions • REMs • NEPA Program Managers
Conflict Management	National Highway Institute (NHI) – Practical Conflict Management Skills for Environmental Issues	<ul style="list-style-type: none"> • Conflict resolution • Negotiation skills • Problem solving • Interpersonal skills/developing relationships 	<ul style="list-style-type: none"> • All Analyst positions • REMs • NEPA Program Managers
Air Quality	FHWA Resource Center – Transportation Air Quality Fundamentals	<ul style="list-style-type: none"> • Regulatory compliance with NEPA • Regulatory compliance with air quality regulations 	<ul style="list-style-type: none"> • All Analyst positions

Topic	Example Sponsor/Course (equivalent courses may be offered that address knowledge base)	Knowledge Base	When offered, required for (unless otherwise noted)
Alaska National Interest Lands Conservation Act (ANILCA)	Institute of the North – ANILCA Training	<ul style="list-style-type: none"> • Regulatory compliance with NEPA • Regulatory compliance with ANILCA • Environmental analysis 	<ul style="list-style-type: none"> • All Analyst positions • REMs • NEPA Program Managers
Noise	National Highway Institute (NHI) – Highway Traffic Noise	<ul style="list-style-type: none"> • Regulatory compliance with NEPA • Regulatory compliance with FHWA noise regulations • Environmental analysis 	<ul style="list-style-type: none"> • All Analyst positions • REMs • NEPA Program Managers
Fish/Wildlife Resources	Training on: <ul style="list-style-type: none"> • Essential Fish Habitat • Marine Mammal Protection Act • Endangered Species Act 	<ul style="list-style-type: none"> • Regulatory compliance with NEPA • Regulatory compliance with federal laws related to fish and wildlife protection • Environmental analysis 	<ul style="list-style-type: none"> • All Analyst positions • REMs • NEPA Program Managers
Environmental Justice	National Highway Institute (NHI) – Fundamentals of Environmental Justice	<ul style="list-style-type: none"> • Regulatory compliance with NEPA • Regulatory compliance with environmental justice requirements • Environmental analysis 	<ul style="list-style-type: none"> • All Analyst positions
Wetlands	Wetland Delineation Training	<ul style="list-style-type: none"> • Technical skill (wetland delineation) • Regulatory compliance with Clean water Act Section 404 permitting • Environmental analysis 	<ul style="list-style-type: none"> • All Analyst positions

Topic	Example Sponsor/Course (equivalent courses may be offered that address knowledge base)	Knowledge Base	When offered, required for (unless otherwise noted)
	Training on Functional Analysis of Wetlands	<ul style="list-style-type: none"> • Technical skill (wetland functional analysis) • Regulatory compliance with Clean water Act Section 404 permitting • Environmental analysis 	<ul style="list-style-type: none"> • All Analyst positions
Storm Water	Storm Water Pollution Prevention Plan (SWPPP) Writing	<ul style="list-style-type: none"> • Technical skill (SWPPP Writing) • Regulatory compliance with Clean Water Act Section 402 permitting 	<ul style="list-style-type: none"> • M&O Analysts (recommended) • Analysts interested in storm water (recommended) • Stormwater Environmental Specialists
	National Highway Institute (NHI) – Design and Implementation of Erosion and Sediment Control	<ul style="list-style-type: none"> • Technical skill (erosion and sediment control) • Regulatory compliance with Clean Water Act Section 402 permitting 	<ul style="list-style-type: none"> • M&O Analysts (recommended) • Analysts interested in storm water (recommended) • Stormwater Environmental Specialists
	National Highway Institute (NHI) – Water Quality Management of Highway Run-Off	<ul style="list-style-type: none"> • Technical skill (water quality management) • Regulatory compliance with Clean Water Act Section 402 permitting 	<ul style="list-style-type: none"> • M&O Analysts (recommended) • Analysts interested in storm water (recommended) • Stormwater Environmental Specialists

Topic	Example Sponsor/Course (equivalent courses may be offered that address knowledge base)	Knowledge Base	When offered, required for (unless otherwise noted)
Construction	National Highway Institute (NHI) – Environmental Factors in Construction and Maintenance	<ul style="list-style-type: none"> • Construction/maintenance compliance with regulatory requirements and environmental commitments 	<ul style="list-style-type: none"> • M&O Analysts • Analysts/construction staff responsible for monitoring environmental commitments on projects • REMs • NEPA Program Managers

Note: DOT&PF Policy and Procedure 02.04.010 *Training* defines mandatory training as “training directly linked to the individual’s ability to perform the essential functions of his/her current position.” These trainings, when offered, are mandatory as they provide the necessary skills and knowledge related to the essential job functions for the environmental series positions, including implementing the DOT&PF’s responsibilities assumed under the NEPA Assignment MOU.

2.7 Virtual Classroom Training

Virtual Training Classroom (VTC) may be used to reduce costs with hosting individual classroom trainings in each Region. VTC allows instructors to present in-person in one location (e.g. Anchorage) while allowing the other Regions to remotely participate in the same training using video/audio technology. Use of VTC may not be appropriate for all classroom training, but should be considered where it may allow for Regional staff to participate in a training that would not otherwise be provided in their location.

The SEO recommends the following when considering use of VTC:

1. Use VTC for trainings with shorter duration (1 or 2 day trainings). Past experience shows that 3+ day trainings have been difficult to sustain in a VTC format.
2. Identify on-site and remote site facilitators early. Each remote site will need a designated facilitator to serve as a point of contact throughout the training, operate any video/audio equipment as needed, guide group activities at the remote site, and handle other classroom logistics (e.g., picking up classroom materials).
3. Consider a third party for facilitation, where feasible. Identifying a third party to facilitate at each site would allow all staff to participate in the training. Past experience shows that senior staff acting as facilitators are usually too involved with classroom operations that their learning benefits are reduced. If feasible, the other facilitators should be co-instructors so the remote sites could benefit from having a subject matter expert that they can interact with.
4. On-site and remote site facilitators should know how to operate the technology necessary for VTC, if a RD&T2 or IT staff is not available to operate the equipment during the training. RD&T2 and IT staff can prepare facilitators in advance.
5. Instructors and remote site facilitators should coordinate in advance of the training, particularly where remote site facilitators are not also Instructors. Early coordination would help with delivery of a VTC training. Instructors and remote site facilitators should discuss how to communicate among sites (e.g. notifying instructor that someone has a question, or notifying instructors that there is a technical problem) and develop agreed upon cues for transitions between lecture, open discussion, and group activities.
6. Ask if it is possible for the remote sites to have access to two screens or if a split screen is possible, so that the instructor can be seen on one screen/one side of the screen and the presentation can be seen on the other. Past experience shows that this enhances the VTC experience.

2.8 Conferences and Workshops

Conferences offer an opportunity to learn about changing regulations, developing technologies, innovative research, best management practices and other current news occurring in the environmental field.

However, attending a conference is usually expensive, with costs dependent on the length and location of the conference and associated registration fees. There are ways to reduce the cost of conferences, such as early registration, booking rooms at hotels at the conference rate (sometimes cheaper than the government rate), and early booking of flights. In addition, some conferences provide travel scholarships or reimburse travel costs up to a specified amount.

It should be noted that attendance at a conference outside of Alaska requires the Commissioner’s approval. Therefore, when environmental staff need to attend a conference, particularly one out of state, travel approval and logistics should be coordinated as early as possible.

Supervisors have final approval on the appropriateness and feasibility of a specific conference. However, the following is a list of recommended, relevant conferences held annually in and outside of Alaska that might be of interest to DOT&PF environmental staff:

Time of Year	Conference	Location
February	Alaska Forum on the Environment	Anchorage
February	International Erosion Control Association Annual Conference	Varies in locations throughout the United States
February/March	Alaska Anthropological Association Annual Meeting	Rotates between Anchorage/Fairbanks and other Alaskan communities
Fall	Alaska Water Resources Association and American Fisheries Society Alaska Chapters Joint Conference	Juneau
Fall	Annual Invasive Species Workshop	Rotates between Anchorage, Fairbanks, and rural Alaskan communities
Fall	Alaska Historical Society Conference	Rotates between Anchorage/Fairbanks and other Alaskan communities
Spring	Office of History and Archaeology Annual Workshop	Anchorage
Varies, occurs on odd years	International Conference on Ecology and Transportation	Varies in locations throughout the United States

2.9 Online Training

Online training is often more accessible to environmental staff, and a number of online training opportunities are available at little to no cost to the DOT&PF or its employees, other than staff time. Environmental staff should utilize these resources for training, particularly when classroom training is not immediately available.

Online training should not be seen as a replacement for classroom training in some cases. In particular, environmental topics that require fieldwork and analysis such as wetlands, noise, and air quality, for example, should be taken as classroom training when available, even if an online training was already completed. Similarly, online training should not be substituted for the core

classroom trainings outlined in Table 2. For example, if a new employee takes an online basic NEPA course for interim training until the NHI course “NEPA and Transportation Decision-Making” is offered as a class, that employee should still take classroom training when it is offered.

Sources of online training relevant to environmental staff include, but are not limited to, the following:

- DOT&PF SEO Training website
- DOT&PF ECATTs
- The National Highway Institute (NHI)
- AASHTO Center for Environmental Excellence

Several agencies also have online training portals, which offer additional training opportunities.

In order to take advantage of these opportunities, Table 4 outlines online courses and training portals offered by these and other agencies that may be relevant to environmental staff. Courses are organized by topic.

New environmental staff should become familiar with the SEO Training website and view the trainings provided during the NEPA Assignment Program implementation as part of their initial training. These are noted in Table 4 with an asterisk (*). New environmental staff should also complete interim online training in core topics (e.g. NEPA and Section 4(f)) until a classroom training is offered. These are noted in Table 4 with a cross (+).

Please note that Table 4 is not a comprehensive list of online training, and that the course offerings listed in Table 4 are subject to change by the sponsoring agency.

While there may be many other applicable online training opportunities that can and should be utilized, caution should be exercised by supervisors when approving use of online trainings offered by other agencies, as DOT&PF cannot guarantee the content or applicability to DOT&PF practices.

**Table 4
Select Online Courses by Topic Offered by DOT&PF, NHI and AASHTO, and Other
Agencies**

Topic	Recommended Courses	Recommended For
NEPA	Introduction to NEPA and Transportation Decision-Making+ National Highway Institute	<ul style="list-style-type: none"> • New hires • Analyst I training • As a refresher
	Integrating Transportation Planning and NEPA Decision Making Webcast AASHTO Center for Environmental Excellence	<ul style="list-style-type: none"> • New hires • Analyst I training • As a refresher
	Federal-aid Essentials: NEPA Regulatory Framework Process SEO Training Website	<ul style="list-style-type: none"> • New hires • Analyst I training • As a refresher
Purpose and Need	FHWA Purpose and Need Training* SEO Training Website	<ul style="list-style-type: none"> • New hires • All Analyst positions • REMs • NEPA Program Managers
Alternatives	FHWA Alternatives Training* SEO Training Website	<ul style="list-style-type: none"> • New hires • All Analyst positions • REMs • NEPA Program Managers
Public Involvement	Effective Communications in Public Involvement National Highway Institute	<ul style="list-style-type: none"> • New hires • All Analyst positions
Civil Rights/ Title VI	DOT&PF Title VI Basic Training DOT&PF Civil Rights Office	<ul style="list-style-type: none"> • New hires • All Analyst positions • REMs • NEPA Program Managers

Topic	Recommended Courses	Recommended For
Administrative Records	NEPA Assignment Administrative Record Training* SEO Training Website	<ul style="list-style-type: none"> • New hires • All Analyst positions • REMs • NEPA Program Managers
	Administrative Record National Highway Institute	<ul style="list-style-type: none"> • New hires • All Analyst positions
Legal Sufficiency	NEPA Assignment Legal Sufficiency Training* SEO Training Website	<ul style="list-style-type: none"> • New hires • All Analyst positions • REMs • NEPA Program Managers
Quality Assurance/ Quality Control (QA/QC) Procedures	NEPA Assignment QA/QC Procedures* SEO Training Website	<ul style="list-style-type: none"> • New hires • All Analyst positions • REMs • NEPA Program Managers
Highway Plans	TCCC Plan Reading Series: Highway Plan Reading Basics National Highway Institute	<ul style="list-style-type: none"> • New hires • Analyst I training
Section 106	Section 106 Programmatic Agreement for Alaska's Federal Aid Highway Program SEO Training Website	<ul style="list-style-type: none"> • PQIs • New hires • As a refresher
	Maintenance Training Series: Cultural and Historic Preservation National Highway Institute	<ul style="list-style-type: none"> • New hires • PQIs • Analyst I and M&O Analysts • As a refresher
	e-Learning Portal Advisory Council on Historic Preservation	<ul style="list-style-type: none"> • PQIs

Topic	Recommended Courses	Recommended For
	Training and Education Resources Advisory Council on Historic Preservation	<ul style="list-style-type: none"> • PQIs
Air Quality	Air Quality Planning: Clean Air Act Overview National Highway Institute	<ul style="list-style-type: none"> • New hires • All Analyst positions • As a refresher
	Air Quality Planning: SIP and TCM Requirements and Policies National Highway Institute	<ul style="list-style-type: none"> • Analysts interested in air quality planning
	Air Quality Planning: SIP Development Process National Highway Institute	<ul style="list-style-type: none"> • Analysts interested in air quality planning
	Air Quality Planning: Transportation Conformity National Highway Institute	<ul style="list-style-type: none"> • Analysts interested in air quality planning
Noise	Highway Traffic Noise: Basic Acoustics+ National Highway Institute	<ul style="list-style-type: none"> • All Analyst positions • As a refresher
Threatened and Endangered Species	Endangered Species Act (ESA) Training* SEO Training Website	<ul style="list-style-type: none"> • New hires • All Analyst positions • As a refresher
Marine Mammal Protection Act	Marine Mammal Protection Act (MMPA) Training* SEO Training Website	<ul style="list-style-type: none"> • New hires • All Analyst positions • As a refresher
Section 4(f)	Practitioner’s Handbook Webinar Complying with Section 4(f) of the U.S. DOT Act AASHTO Center for Environmental Excellence	<ul style="list-style-type: none"> • New hires • All Analyst positions • As a refresher

Topic	Recommended Courses	Recommended For
	Section 4(f) Tutorial+ FHWA Environmental Toolkit	<ul style="list-style-type: none"> • New hires • All Analyst positions • As a refresher
Stormwater	DOT&PF Stormwater Training DOT&PF ECATTS	<ul style="list-style-type: none"> • New Hires • All Analyst positions • As a refresher
	TCCC Plan Reading Series: Erosion and Sediment Control Plans National Highway Institute	<ul style="list-style-type: none"> • M&O Analyst training
Wetlands	DOT&PF Wetlands Training DOT&PF ECATTS	<ul style="list-style-type: none"> • New Hires • All Analyst positions • As a refresher
	Permit Instructional Video U.S. Army Corps – Alaska District	<ul style="list-style-type: none"> • Analyst positions responsible for Sect. 404 permitting • As a refresher
	Section 404 Permitting U.S. Army Corps	<ul style="list-style-type: none"> • New Hires • Analyst positions responsible for Sect. 404 permitting • As a refresher
Indirect/ Cumulative Effects	Practitioner’s Handbook Webinar Assessing Indirect Effects and Cumulative Impacts Under NEPA AASHTO Center for Environmental Excellence	<ul style="list-style-type: none"> • Training prior to/concurrent with advancing to an Analyst II/III position that works on EAs and EISs • As a refresher

Note: Those trainings marked with an asterisk (*) were offered as part of the NEPA Assignment Program implementation, and should be part of a new Analyst’s initial training. Those trainings marked with a cross (+) may be used as interim training until a core course in Table 2 is offered.

3. Online Resources

Environmental staff are encouraged to develop a personal library of resources to utilize in their day-to-day work. While an individual's go-to resources may grow and change over time, there are some basic online resources that environmental staff should become familiar with and utilize as part of their learning process. These include:

- [DOT&PF's Environmental Webpage](#). Organized by resource topic, this page provides links to other online tools to develop an analysis of project impacts.
- [FHWA's Environmental Review Toolkit](#). This website provides comprehensive information regarding FHWA's implementation of the NEPA process, as well as guidance on several key topics such as Section 4(f) and Historic Preservation. The most often referenced resource on this website is the Section 4(f) Policy Paper.
- [AASHTO's Center for Environmental Excellence](#). This is a comprehensive source for reference materials regarding environmental topics in relation to transportation activities. The American Association of State Highway Transportation Officials (AASHTO) Practitioner's Handbooks should be viewed as a "CliffsNotes" for environmental professionals.

In addition, environmental staff can join other appropriate "Listserv" sites that offer information about changing regulations, upcoming conferences and trainings, developing technologies, and other current news occurring in the environmental field. Staff mentors can help with recommendations on what are useful and appropriate "Listserv" sites.

4. Staff Training Records

The DOT&PF is committed to maintaining qualified staff in order to fulfill the responsibilities under the NEPA Assignment MOU. The DOT&PF P&P 02.04.010 *Training* outlines the requirements for requesting and documenting training of staff. The following sections describe how the DOT&PF develops Individual Training Plans for environmental staff and maintains records of training received to ensure environmental staff remain qualified to perform their roles and responsibilities in the NEPA Assignment Program.

4.1 Individual Training Plan

Per the DOT&PF P&P, an Individual Training Plan shall be developed for each employee by their direct supervisor and should be reviewed annually to track the employee's progress. The Individual Training Plan outlines both mandatory and non-mandatory training, including a record of trainings that were taken in the last three years and anticipated training requests for the upcoming year. A blank copy of an optional Individual Training Plan form is provided in Appendix A.

The Environmental Program Training Plan should be used by supervisors of environmental staff to develop Individual Training Plans. For example, mandatory training is defined in the P&P as "training directly linked to the individual's ability to perform the essential functions of his/her current position." The core courses outlined in Table 2 and the additional courses in Table 3 should be considered mandatory and should be taken by environmental staff when offered as described in Section 2.6, and summarized in Appendix B. Section 5 *Training Requests* will help

supervisors identify which of these trainings are expected to be offered within the next year. Appendix B and C provide additional information to help supervisors determine whether training opportunities cover the necessary skills and knowledge for performing essential job functions and, therefore, should be considered mandatory.

The Individual Training Plan is the DOT&PF's primary record for tracking individual staff training. However, per the P&P, these records are a part of an employee's performance evaluation and, therefore, cannot be disclosed. As a secondary record for tracking training of environmental staff, the training taken by individual staff is compiled onto an Excel spreadsheet maintained in the Regional offices by the REM. These spreadsheets may be requested and compiled by the SEO as necessary for documenting compliance with training requirements under the NEPA Assignment MOU.

4.2 Individual Training Requests

To request specific training, individual staff is required to complete the current Training Request and Reimbursement Agreement Form and submit it through their supervisors for approval as outlined in the DOT&PF P&P 02.04.010 *Training*. Registration for classes may not be completed until training is approved.

4.3 Completion of Training

Individual staff are responsible for providing documentation of completed training to their direct supervisor for recording and tracking purposes. Such documentation will vary depending on the type of training. The following section outlines supporting documentation that may be used by environmental staff to demonstrate completion of training.

NEPA Assignment Program Environmental Procedures Manual Training: NEPA

Assignment Program EPM roll-out training will be considered complete if staff is present for the whole training. Staff not present for the training will have to view the roll-out training recordings and certify to their supervisor in an email that they have viewed the complete training. The NEPA Assignment EPM training modules are only considered complete where the individual has passed the module quiz at the end of the session. Completion of the NEPA Assignment Program EPM Training is documented through the online system, which can generate reports on staff completion of the training modules.

Classroom Training: For classroom training, training is only considered complete if the terms for passing the course were met. Most courses require that the individual be present for the entire course. Some courses may also require the individual to pass a course test. Attendance for classroom training may be documented through course sign-in sheets or proof of registration. Where training has been organized and provided by DOT&PF, this can generally be requested through RD&T2. Completion of classroom training is typically documented through the receipt of a training certificate.

Online Training: Most online trainings require an individual to pass a test or quiz in order for the training to be considered complete. Completion of online training is typically documented through the receipt of an electronic training certificate. Where a training certificate is not provided, proof of registration or other documentation approved by the supervisor is acceptable.

Conferences: Conferences attended as trainings are considered complete if the individual was present for the entire conference. Depending on the conference, proof of registration, a copy of the agenda, or certificates (if provided), may be used as documentation of completed training.

5. Training Requests

5.1 RD&T2 Training Requests

The RD&T2 develops the DOT&PF annual training plan, which is sent to FHWA for approval each December. This approved plan outlines the training to be funded and offered by the DOT&PF the following calendar year. In order to ensure environmental training is offered, the SEO will provide a prioritized list of trainings to RD&T2 for incorporation into the annual training plan by October 1. The prioritized list will be developed in consultation with the FHWA and the REMs, and shall include any core classroom trainings (see Table 2) necessary to ensure environmental staff maintain the necessary skills and knowledge to successfully perform their essential functions under the NEPA Assignment Program.

As this is the first training plan under the NEPA Assignment Program, all training requests are currently covered in a request put forward by the SEO directly to FHWA (see Section 5.2). Once the FHWA has fulfilled this training request, the intention is to remove the FHWA Training Requests section and pursue environmental training requests through RD&T2.

5.2 FHWA Training Requests

Under the NEPA Assignment MOU Part 12.1, the FHWA will provide the DOT&PF training in all appropriate areas with respect to the environmental responsibilities that DOT&PF has assumed. The following sections outline current and prior training requests. Once the FHWA has fulfilled this training request, the intention is to remove the FHWA Training Requests section and pursue environmental training requests through RD&T2.

5.1.1 Current Training Requests

The following training requests have been made for Fiscal Year 2018, and have been agreed upon by DOT&PF and FHWA. Trainings are listed in order of preference, and include contacts for course planning.

Section 4(f)

- DOT Statewide Environmental contact:
Amy Sumner, NEPA Program Manager, amy.sumner@alaska.gov (907)465-2985
- DOT RD&T2 (training) contact:
David Waldo, Training Specialist david.waldo@alaska.gov
- FHWA Training contact: David Grachen for NHI Section 4(f) Class

Indirect and Cumulative Effects

- DOT Statewide Environmental contact:
Melissa Goldstein, NEPA Program Manager,
melissa.goldstein@alaska.gov (907)465-6961
- DOT RD&T2 (training) contact:

- David Waldo, Training Specialist david.waldo@alaska.gov
- FHWA Training contact: Rob Ayers (with assistance from Brian Smith)

Planning and Environmental Linkages –

- DOT Statewide Environmental contact:
Linda Heck, NEPA Program Manager, linda.heck@alaska.gov (907)451-5295
- DOT RD&T2 (training) contact:
David Waldo, Training Specialist david.waldo@alaska.gov
- FHWA Training contact: Rob Ayers

5.1.2 Prior Training Requests

The following training requests have been previously requested and completed in preparation for NEPA Assignment. They are presented in chronological order.

Purpose and Need/Alternatives Analysis

- Provided by FHWA
- 1.5 hour webinar trainings held – (recordings posted on DOT SEO Training webpage)
 - **Purpose and Need** - October 29, 2015
 - **Alternatives Analysis** – November 12, 2015

Section 7 ESA/MMPA

- Provided by FHWA Resource Center
- Full 2-day trainings held: Juneau, April 11-12, 2016; Anchorage (Fairbanks VTC), April 13-14, 2016 (recordings posted on DOT SEO Training webpage)

327 Audit Training and Legal Sufficiency

- Provided by FHWA
- Full day training for each course held December 7-8, in Anchorage, AK

COA, Unusual Circumstances, Significant Impacts and Re-Evaluations

- Provided jointly by FHWA, Resources Center and SEO staff
- 1-1/2 day training provided in each Region: August 22-23, 2017 in Fairbanks; August 24-25, 2017 in Anchorage; and August 28-29, 2017 in Juneau, AK.

Administrative Record/QA/QC

- Provided by Alaska Department of Law and SEO Staff
- ½-day training with NEPA Assignment Roll-out Meetings in each Region: October 11, 2017 in Fairbanks; October 12, 2017 in Anchorage; and October 16, 2017 in Juneau, AK.

Advanced Seminar on Transportation project Development: Navigating the NEPA Maze

- Provided by National Highway Institute
- 3-Day training provided in Anchorage November 14 – 16, 2017

APPENDICES

APPENDIX A. Individual Training Plan Form

Department of Transportation and Public Facilities

INDIVIDUAL TRAINING PLAN

Name: _____ Position Title: _____

Region/Division/Section: _____ Location: AWA

Time Period Covered: From _____ to _____ Supervisor: _____

Position Category: Management/Supervisory Professional/Technical
 Clerical/Support

Section I: Past Training - List all training received for past three calendar years.

Course	Institution	Dates	Number of Hours

Section II: Career Goals

1. Describe next logical objective in career goals.

2. Describe long range goal employee would like to pursue.

Section III: Requested or Planned Training (see page 2 of this form)

Employee's Signature

Date

Supervisor's Signature

Date

Individual Training Plan

Section III: Requested or Planned Training (see instructions below)					
Priority 1	Type ²	Skills Needed	Training Courses to Meet Need ³	Estimate ⁴ Cost	Completion Date
	SE				

1. Employee should leave blank. Supervisor and employee will mutually agree upon priority of training needs.
2. List one of the following three types: Mandatory; Skills Enhancement; or Developmental.
3. Suggest specific courses if known. Consult divisional training manuals for names of courses offered in past.
4. Include total cost of training, travel, per diem, etc. Include cost of employee's time.

APPENDIX B. Summary of training requirements for environmental staff.

Positions	Training required
New Staff	<p>Complete within three months of hire:</p> <ul style="list-style-type: none"> • EPM Training (online – recorded roll-out training will suffice until EPM Training Modules are live) • NEPA Assignment Training (online, see items with asterisks in Table 4) • Interim Training (online, see items noted with a cross (+) in Table 4) <p>Complete as available:</p> <ul style="list-style-type: none"> • Training in Table 2 as available (classroom)
All Staff	<p>Complete at beginning of NEPA Assignment, as described below, and then as determined necessary by supervisor or REM for refresher:</p> <ul style="list-style-type: none"> • EPM Roll-out Training (once, with roll-out of NEPA Assignment EPM) • EPM Training (online) – complete when available • NEPA Assignment Trainings (once if not taken when offered prior to NEPA Assignment; online, see items with asterisks in Table 4) <p>Complete once each quarter during the first year of NEPA Assignment (through November 13, 2018) and then twice per year thereafter:</p> <ul style="list-style-type: none"> • EPM Training Module on Reevaluation Procedures <p>Complete, if not taken within three years, as available:</p> <ul style="list-style-type: none"> • Training in Table 2 (classroom) • Training in Table 3, where required for position (classroom)
PQIs	<p>Section 106 Programmatic Agreement requirements:</p> <ul style="list-style-type: none"> • Beyond Compliance: Historic Preservation in Transportation Project Development (once every 3 years) • Advanced Section 106 course (once every 3 years) • Alaska Heritage Resources Survey (ARHS) Database Training • Annual Section 106 PA Training

APPENDIX C. A matrix showing the desired knowledge and skills for the Alaska Department of Transportation and Public Facilities (DOT&PF) positions in the Environmental Series. A dot (●) will indicate that a skill is desired for a position. The level of proficiency for each desired skill is indicated by the darkness of the dot, with a beginner level being lighter (●) and an advanced level being darker (●).

Desired Skills	DOT&PF Environmental Series Positions					
	Analyst I	Analyst II	Analyst III	PQIs	Regional Environmental Manager (REM)	Statewide NEPA Program Manager
Knowledge Base						
Knowledge of principles of an environmental, ecological, biological, or physical science.	●	●	●		●	●
Knowledge of principles of archeology and/or knowledge of history, architectural history or closely related field to a level commensurate with the Secretary of Interior Professional Qualification Standards for the applicable field.				●		
Knowledge of environmental considerations in construction and transportation projects, documenting Categorical Exclusions and Environmental Assessments.	●	●	●		●	●
Knowledge of environmental considerations in construction and transportation projects and the drafting of Environmental Assessments and Environmental Impact Statements.	●	●	●		●	●
Knowledge of archeological, historic and/or cultural resource considerations in construction and transportation projects.				●	●	●

Desired Skills	DOT&PF Environmental Series Positions					
	Analyst I	Analyst II	Analyst III	PQIs	Regional Environmental Manager (REM)	Statewide NEPA Program Manager
Knowledge of State and federal environmental regulations and permitting processes.	●	●	●	●	●	●
Research and Environmental Analysis						
Knowledge of research techniques and methods	●	●	●	●	●	●
Obtain and compile information, data, and facts from a variety of specialized sources.	●	●	●	●	●	●
Investigate an issue, determine the relevant facts or factors, and evaluate their significance.	●	●	●	●	●	●
Research, collect, and analyze data to determine the possible environmental impacts of proposed transportation or construction projects.	●	●	●	●	●	●
Understand and analyze data in a variety of engineering, socioeconomic, and physical sciences fields.	●	●	●		●	●
Evaluate engineering design reports, and reports prepared by other agencies and consultants on topics such as fish and wildlife distribution, migration patterns, and behavior or the socioeconomic aspects of communities in areas affected by proposed projects.	●	●	●		●	●

Desired Skills	DOT&PF Environmental Series Positions					
	Analyst I	Analyst II	Analyst III	PQIs	Regional Environmental Manager (REM)	Statewide NEPA Program Manager
Evaluate engineering design reports, and reports prepared by other agencies and consultants on topics related to historic, archeological, and cultural resources in areas affected by proposed projects.				●	●	●
Perform analytical techniques and use computer programs for impact analysis and modeling of mitigation measures.	●	●	●	●	●	●
Use of reference materials and the logical organization of information to present a variety of data and support a conclusion.		●	●	●	●	●
Evaluate planning and design documents; work with planners, engineers, and other professionals to gain understanding of project scope.		●	●	●	●	●
Recommend design changes to minimize detrimental environmental, economic, and social impacts. Recommend measures to mitigate potential impacts.		●	●	●	●	●
Permitting and Regulatory Compliance						
Identify the permits and permit processes required for the project and the permitting agencies involved.	●	●	●		●	●

Desired Skills	DOT&PF Environmental Series Positions					
	Analyst I	Analyst II	Analyst III	PQIs	Regional Environmental Manager (REM)	Statewide NEPA Program Manager
Conduct and coordinate the consultation process required under Section 106 of the National Historic Preservation Act for multiple projects of varying complexities.				●		
Determine the studies, documents, and permits required for projects to comply with environmental laws and regulations.	●	●	●	●	●	●
Learn to negotiate permit requirements, stipulations, and mitigation measures to provide cost-effective environmental protection.	●	●	●	●	●	●
Monitor construction activities for compliance with permit requirements and environmental commitments; identify and direct actions necessary for resolving emergencies, project changes, and unplanned events.	●	●	●	●		
Ability to manage an environmental assessment project, coordinate and lead the activities of professional staff, and produce a thorough, timely product.		●	●		●	
Review and approve permit application packages and resource reports (e.g. wetland delineations, cultural resource surveys, etc) created by other staff or consultants; ensure thorough and complete analysis of environmental issues are documented; direct changes to improve clarity or provide greater efficiency and economy in mitigation measures; ensure application packages meet the requirements of regulatory agency; submit packages to regulating agency.		●	●	●	●	

Desired Skills	DOT&PF Environmental Series Positions					
	Analyst I	Analyst II	Analyst III	PQIs	Regional Environmental Manager (REM)	Statewide NEPA Program Manager
Evaluate permit applications submitted to the U. S. Army Corps of Engineers; independently analyze potential environmental impacts of proposed activity; determine appropriate mitigating measures; establish restrictions and requirements for proposed construction; effectively recommend approval or denial of permit applications.		●	●		●	
Plan, organize, and coordinate public involvement in the project permitting process.			●	●	●	
Ability to coordinate multiple environmental assessment projects.			●		●	
Writing and Editing						
Prepare environmental documents and information for public distribution.	●	●	●	●	●	●
Review and edit documents prepared by other staff; assemble information from staff and contractors into complete package.		●	●	●	●	●
Communication						
Ability to communicate technical information to a variety of audiences, both verbally and in writing.	●	●	●	●	●	●

Desired Skills	DOT&PF Environmental Series Positions					
	Analyst I	Analyst II	Analyst III	PQIs	Regional Environmental Manager (REM)	Statewide NEPA Program Manager
Leadership, Program Management and Administration						
Assist supervisor with project planning by evaluating requirements and recommending scope, schedule, staffing, and resources.				●		
Assist supervisor in preparing budget projections for the unit.			●	●		
Plan, schedule, coordinate, and monitor the analysis and evaluation of environmental impacts of large, multi-phase construction projects.			●	●	●	
Assign tasks to team members and consultants; provide guidance and training in technical details; resolve areas of conflict or controversy.			●	●	●	
Train, guide, and mentor staff in interpreting environmental laws and regulations; determining Class of Action; researching, analyzing, and documenting potential impacts of construction projects; and developing appropriate mitigate measures.			●	●	●	●
Work with resource and regulatory agency managers to resolve project conflicts.		●	●	●	●	●
Ability to supervise professional staff.					●	

Desired Skills	DOT&PF Environmental Series Positions					
	Analyst I	Analyst II	Analyst III	PQIs	Regional Environmental Manager (REM)	Statewide NEPA Program Manager
Evaluate project scope, timeframe, issues, and resources available and assign projects to staff. Prepare budget and project scopes; review project progress; report progress and issues to department executives.					●	
Manage the environmental aspects of regional design, construction, and maintenance and operations activities for transportation systems and infrastructure.					●	
Work with Environmental Impact Analysis Managers to recommend procedures, policies and reach consensus on statewide issues.				● *	●	●
Work with agency management in the development of standards and procedures for addressing analysis and documentation of unusual environmental elements, design features, or controversial issues.				● *	●	●
Analyze and evaluate policies and procedures, monitoring systems, and project planning related to social, economic, and environmental considerations. Draft recommendations for changes to improve efficiency, effectiveness, and coordination.				●	●	●
Review planning programs, environmental studies, and proposed or amended laws, regulations, and procedures for affect on operations. Recommend and implement changes in policies and procedures. Recommend challenges to proposed laws, regulations, or procedures that unreasonably impede operations.				● *	●	●

Desired Skills	DOT&PF Environmental Series Positions					
	Analyst I	Analyst II	Analyst III	PQIs	Regional Environmental Manager (REM)	Statewide NEPA Program Manager
Create operating agreements with other public agencies.					●	●
Maintain records of all actions taken under assumed responsibilities as required by the FHWA and provide information during audits and process reviews.			●	●	●	●
Determine project Class of Action and exercise all federal responsibilities assumed from the U.S. Department of Transportation in accordance with the Memorandum of Understanding assigning the responsibilities to the State.		●	●		●	●
Exercise the responsibilities of the Federal Highway Administration (FHWA), delegated under 23 U.S.C. 327, for implementation of the National Environmental Policy Act (NEPA) for highway projects. Exercise all assigned FHWA responsibilities for environmental review, consultation, or other action required under any Federal environmental law pertaining to the review or approval of highway projects.					●	●
Conduct regular quality control activities to ensure that determinations are made in accordance with applicable law and agreements.				● *	●	●
Project Management						

Desired Skills	DOT&PF Environmental Series Positions					
	Analyst I	Analyst II	Analyst III	PQIs	Regional Environmental Manager (REM)	Statewide NEPA Program Manager
Plan, schedule, coordinate, and monitor the analysis and evaluation of environmental impacts of large, multi-phase construction projects.			●	●	●	●
Assign tasks to team members and consultants; provide guidance and training in technical details; resolve areas of conflict or controversy.			●	●	●	●
Develop scope and budget estimates for consultant contracts. Review Requests for Proposals and consultant contracts prepared by subordinates. Serve on consultant selection committees. Provide technical review of consultant and other agency prepared materials.			●	●	●	●

* May be conducted exclusively by Statewide Environmental Office staff

APPENDIX D. A listing of the types of training opportunities that will enable staff to obtain the desired skills listed in the first section. Each training opportunity is correlated with one or several groups of skills.

Training Opportunity	Desired Skill Group						
	Knowledge Base	Research & Env. Analysis	Permitting & Regulatory Compliance	Writing and Editing	Communication	Leadership, Program Management & Administration	Project Management
Introduction to NEPA	X	X	X				
Transportation Project Development	X	X					
Advanced NEPA	X	X	X		X	X	X
Administrative Record	X		X	X	X		
Section 106: An Introduction	X	X	X				
Historic Preservation in Transportation Project Development	X	X	X				X
Section 4(f)	X	X	X				
Highway Traffic Noise	X	X	X				
Technical Writing				X	X		
Air Quality	X		X				
Wetland / 404 Introduction	X	X	X				
Wetland Assessment / Delineation	X	X	X				

Training Opportunity	Desired Skill Group						
	Knowledge Base	Research & Env. Analysis	Permitting & Regulatory Compliance	Writing and Editing	Communication	Leadership, Program Management & Administration	Project Management
AK Certified Erosion and Sediment Control Lead	X		X			X	
Erosion and Sediment Control	X		X				
Public Involvement				X	X		
Title VI/Environmental Justice	X		X		X		
Conflict Management Skills					X		X
Environmental Conferences	X	X				X	
Right of Way / Real Estate	X	X			X		
Project Management / Quality Control Methods							X