Alaska
Department of
Transportation and
Public Facilities

2025

Environmental Program Training Plan

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Acronyms

AASHTO	American Association of State Highway Transportation Officials
ACHP	Advisory Council on Historic Preservation
AHRS	Alaska Heritage Resources Survey
AK-CESCL	Alaska Certified Erosion and Sediment Control Lead
ANILCA	Alaska National Interest Lands Conservation Act
BPM	Business Process Management
CRT	Cultural Resource Team
CWA	Clean Water Act
DOT&PF	Alaska Department of Transportation and Public Facilities
EIA	Environmental Impact Analyst
EJ	Environmental Justice
EPM	Environmental Procedures Manual
FHWA	Federal Highway Administration
LTAP	Local Training & Assistance Program
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
PEL	Planning and Environmental Linkages
PQI	Professionally Qualified Individual
QA/QC	Quality Assurance/Quality Control
RD&T2	Research, Development, and Technology Transfer
REM	Regional Environmental Manager
SEO	Statewide Environmental Office
SWPPP	Storm Water Pollution Prevention Plan
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 National Environmental Policy Act (NEPA) Assignment Program, the Alaska Department of Transportation and Public Facilities (DOT&PF) has assumed FHWA responsibilities for complying with 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 April 13, 2023, 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 11. *Training* requires the DOT&PF to continue to implement training necessary to meet its environmental obligations. During the MOU term, the DOT&PF must annually assess the need for training and develop a training plan. 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 11.

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 timely 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 the ability to send staff to trainings and conferences outside their region or out of state. DOT&PF will continue to use classroom training opportunities for environmental staff as available and send staff to appropriate trainings and conferences as the 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 internal 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. This plan is covering training opportunities for the following positions: Environmental Impact Analyst (EIA), Professionally Qualified Individual (PQI), Regional Environmental Manager (REM), Stormwater Environmental Specialists, and/or NEPA Program Manager (NEPA PM). New hires are required to take all appropriate trainings required for their position within the first year of employment, but no later than the first time the training is offered and/or available online.

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 introduces 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, Appendix B includes a screenshot of the MS Teams DOT&PF Environmental Training Tracker Form, and Appendix C provides a summary of required trainings for environmental staff. Appendices D and E 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 it annually as required by the NEPA Assignment MOU. To fulfill this requirement, the SEO intends to update Section 5. *Proposed Training* each year by October 1, to synchronize the Environmental Program Training Plan with the overall DOT&PF training program (see Section 5). Other sections of the training plan will be updated only if a need to do so has been identified. Reasons for updating other sections include but are not limited to the following: changes in DOT&PF P&P 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. *Proposed Training,* the update will make an affirmative statement that the Environmental Program Training Plan was reviewed, and no other changes were deemed necessary.

Year	Changes
2019	The Environmental Program Training Plan was reviewed, and no other changes were deemed necessary.
2021	References to the FHWA Procedures Manual were removed as it is no longer maintained or valid. Revised to include Virtual Trainings.
2022	Update to Individual Training Plan form. Update to web links and training resources.

2023	Updated MOU dates and references. Update to web links and training resources. Added Environmental Training Tracker form, provided in Appendix B.
2024	The Environmental Program Training Plan was reviewed, and no other changes were deemed necessary.
2025	The document was formatted and edited for clarity, but no major changes were necessary.

2. Training Opportunities

2.1 DOT&PF Manuals

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

- Alaska DOT&PF Environmental Procedures Manual (EPM)
- Alaska Highway Preconstruction Manual
- Alaska Aviation Preconstruction Manual

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

All these manuals are available online for reference.

2.2 Environmental Procedures Manual Training

The SEO offers interactive online training modules for each EPM chapter that serve as a permanent training tool for environmental staff. These EPM training modules are accessible on the DOT&PF Statewide Environmental Training website.

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.

The EPM training modules are considered mandatory as follows:

New environmental staff: All new environmental employees are required to complete the EPM training modules as part of their initial training, within three months of their hire (Appendix C). 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: All environmental staff should take the EPM training modules as refreshers as determined necessary by their supervisors or the Regional Environmental Manager (REM), except for the training module on re-evaluations.

Re-evaluation training: The EPM training module on re-evaluation procedures must be completed by environmental staff as recommended by the REM.

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. The 2024 update of the EPM had some changes due to revisions in the NEPA regulations, however most of the changes were editorial to improve readability and to provide clearer guidance. Therefore, no additional training or webinars were necessary for environmental staff.

2.3 Mentoring

DOT&PF's organizational structure allows for mentoring of junior and newly hired environmental staff. Senior environmental impact analysts and the REM can 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). SEO staff may also mentor and assist with individual training for new, junior, and senior staff. 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
Environmental Procedures Manual (EPM) Training	Web-based modules that cover environmental procedures under the NEPA Assignment Program. Program EPM roll-out training provided in 2017.	As requested by REM
Statewide Environmental Office Training Website	Webpage featuring links to various past presentations and trainings, including those provided as part of NEPA Assignment implementation.	Continuous
Statewide Environmental Monthly Meeting with the REMs to discuss training needs	An ongoing agenda item at each meeting where training needs are discussed.	Monthly
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,

Internal Training Opportunities	Description	Approximate Frequency
		or virtual meeting.
DOT&PF Technical Training website	An online training site that allows staff to register for training offered by the DOT&PF and offers online courses for 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.	Monthly
SEO NEPA Business Process Management (BPM) Electronic Document System	Regional training held to provide an overview and demonstrations of new release features.	As needed
SEO Environmental Topic Trainings and Discussions	Statewide and regional trainings on varying environmental topics.	As needed

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; 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. REMs may request individual or regularly occurring ad-hoc training from SEO.

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). In lieu of NHI courses, original courses for the DOT&PF program will be provided as funding allows. 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 (unless otherwise noted)
National Highway Institute (NHI) – *NEPA and Transportation Decision Making* **OR** DOT&PF – *NEPA for Alaska's Transportation Decisionmakers*	• Regulatory compliance with NEPA, especially as applied by FHWA • Project development • Environmental analysis	• EIA • Refresher
NHI – *Beyond Compliance: Historic Preservation in Transportation Project Development* * **OR** DOT&PF – *Section 106 for the Federal-Aid Highway Program in Alaska* **OR** other basic 106 course such as those offered by the ACHP (Advisory Council on Historic Preservation) or the National Preservation Institute (NPI)	• Regulatory compliance with Section 106 • Project development • Environmental analysis	• EIA • REM • Refresher
Office of History and Archeology (OHA) – *Alaska Heritage Resources Survey (AHRS) Database Training* *	• Conducting historic properties research for compliance with Section 106	• EIA • PQI • Refresher
Advanced Section 106 course * (may be fulfilled by the Advisory Council on Historic Preservation's Advanced Section 106 Seminar or equivalent training)	• Regulatory compliance with Section 106 • Project development • Environmental analysis	• PQI • Refresher
NHI – *Applying Section 4(f): Putting Policy into Practice* **OR** DOT&PF – *Section 4(f) for Alaska*	• Regulatory compliance with Section 4(f) • Project development • Environmental analysis	• EIA • REM • Refresher
Annual Section 106 PA Training *	• Regulatory compliance with Section 106 • Implementation of the Section 106 PA	• PQI

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." 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 required 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 early in one's career with DOT&PF and are critical for new environmental staff or those currently in junior environmental series positions (EIA I/II) who have not yet had these trainings.

- **Refresher:** The core courses in Table 2 help maintain the skills and knowledge base that are important to all environmental series positions. Therefore, environmental staff that have 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 (EIA III, REM, NEPA PM, 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, because 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 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 REMs become familiar with the Section 106 PA 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 Tables 2 and 3 are provided, and 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 (or recommended as noted)
National Environmental Policy Act (NEPA)	National Highway Institute (NHI) – *Advanced Seminar on Transportation Project Development: Navigating the NEPA Maze*	• Regulatory compliance with NEPA, especially as applied by FHWA on more complex projects • Project development • Environmental analysis for complex projects	• EIA I (rec.) • EIA II/III • REM • NEPA PM
	NHI – *Planning and Environmental Linkages*	• Project Development • Integrating NEPA compliance during planning • Improved documentation • Enhanced consultation, coordination, and public involvement	• EIA III • REM • NEPA PM
	FHWA Resource Center – *Planning and Environmental Linkages*	• Project development • Integrating NEPA compliance during planning • Environmental analysis	• EIA I/II/III • REM • NEPA PM
	FHWA Resource Center – *Quality of NEPA Documentation/Improving the Quality of NEPA Documents*	• Regulatory compliance with NEPA • Environmental analysis • Effective communication of technical information	• EIA I/II/III • REM • NEPA PM
	FHWA Resource Center – *Indirect and Cumulative Effects*	• Regulatory compliance with NEPA, especially as applied by FHWA on more complex projects • Project development • Environmental analysis for complex projects	• EIA II/III • REM • NEPA PM
	FHWA Resource Center – *Purpose and Need and Alternatives Development*	• Regulatory compliance with NEPA, especially as applied by FHWA on more complex projects • Project development • Environmental analysis for complex projects	• EIA II/III • REM • NEPA PM
Public Involvement	NHI– *Public Involvement in the Transportation Decision-making Process*	• Regulatory compliance with NEPA • Effective communication of technical information • Technical skill (development of public involvement plans)	• EIA I/II/III • REM • NEPA PM

Topic	Example Sponsor/Course (equivalent courses may be offered that address knowledge base)	Knowledge Base	When offered, required for (or recommended as noted)
Conflict Management	NHI– *Practical Conflict Management Skills for Environmental Issues*	• Conflict resolution • Negotiation skills • Problem solving • Interpersonal skills/developing relationships	• EIA I/II/III • REM • NEPA PM
Air Quality	FHWA Resource Center – *Transportation Air Quality Fundamentals*	• Regulatory compliance with NEPA • Regulatory compliance with air quality regulations	• EIA I/II/III
Alaska National Interest Lands Conservation Act (ANILCA)	Institute of the North – *ANILCA Training*	• Regulatory compliance with NEPA • Regulatory compliance with ANILCA • Environmental analysis	• EIA I/II/III • REM • NEPA PM
Fish/Wildlife Resources	• Essential Fish Habitat • Marine Mammal Protection Act • Endangered Species Act	• Regulatory compliance with NEPA • Regulatory compliance with federal laws related to fish and wildlife protection • Environmental analysis	• EIA I/II/III • REM • NEPA PM
Environmental Justice (EJ)	NHI – *Environmental Justice Analysis*	• Regulatory compliance with NEPA • Regulatory compliance with environmental justice requirements • Environmental analysis	• EIA I/II/III
Wetlands	Wetland Delineation Training	• Technical skill (wetland delineation) • Regulatory compliance with Clean Water Act Section 404 permitting • Environmental analysis	• EIA I/II/III
	Training on Functional Analysis of Wetlands	• Technical skill (wetland functional analysis) • Regulatory compliance with Clean Water Act Section 404 permitting • Environmental analysis	• EIA I/II/III
Stormwater	Storm Water Pollution Prevention Plan (SWPPP) Writing	• Technical skill (SWPPP Writing) • Regulatory compliance with Clean Water Act Section 402 permitting	• EIA working on M&O projects (rec.) • EIA interested in stormwater (rec.) • Stormwater Environmental Specialists

Topic	Example Sponsor/Course (equivalent courses may be offered that address knowledge base)	Knowledge Base	When offered, required for (or recommended as noted)
	NHI – *Design and Implementation of Erosion and Sediment Control*	• Technical skill (erosion and sediment control) • Regulatory compliance with Clean Water Act Section 402 permitting	• EIA working on M&O projects (rec.) • EIA interested in stormwater (rec.) • Stormwater Environmental Specialists
	NHI – *Water Quality Management of Highway Run-Off*	• Technical skill (water quality management) • Regulatory compliance with Clean Water Act Section 402 permitting	• EIA working on M&O projects (rec.) • EIA interested in stormwater (rec.) • Stormwater Environmental Specialists
Construction	NHI – *Environmental Factors in Construction and Maintenance*	• Construction and maintenance compliance with regulatory requirements and environmental commitments	• EIA working on M&O projects (rec.) • EIA and construction staff monitoring environmental commitments • REM • NEPA PM

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) is recommended to reduce costs with hosting individual classroom trainings in each Region and to ensure availability for all staff, including those teleworking. VTC can be provided in two ways:

1. Instructors are 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. This type of VTC should be considered for all sponsored classroom trainings to allow for regional staff to participate in a training that would not otherwise be provided in their location.
2. Instructors are completely virtual, and all attendees are remoting in, either in groups or individually. This type of VTC should be considered when attendees are teleworking or otherwise unable to attend in a group classroom setting, or when it is infeasible to bring instructors to one of the region offices.

The SEO recommends the following when considering use of VTC:

1. Use VTC for training with shorter duration. If all virtual, suggest limiting to no more than 3 hours and more days of the week, if needed.
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. 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 RD&T2 or Information Technology (IT) staff are 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. 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. More recently, conferences have been made available for attendees virtually at a reduced rate. It is expected that future conferences will allow the option for partial or complete virtual attendance. When not permitted to attend in-person, virtual conferences are recommended.

It should be noted that attendance at a conference outside of Alaska is not permitted without exception and 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.

After a staff member has attended a conference, it is recommended he or she brief other staff on the conference topic and key takeaways. Knowledge sharing is critical in DOT&PF's mission to support training and education while also taking into consideration the limited budget available to attend conferences.

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.

Table 4. Conferences, Workshops, and Seminars

Time of Year	Conference/Workshop/Seminar	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	Juneau
Spring	American Fisheries Society Alaska Chapter	Varies in locations throughout Alaska
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
Spring	Society for American Archaeology Annual Meeting/Association of Transportation Archaeologists Annual Meeting	Varies in locations through the United States
Varies, occurs on odd years	International Conference on Ecology and Transportation	Varies in locations throughout the United States

Summer/Fall	AASHTO Committee on Environment and Sustainability Annual Meeting	Varies in locations throughout the United States
Summer	TRB AME60 Committee on Historic and Archeological Preservation in Transportation Mid-year meeting	Varies in locations throughout the United States
May	National Association of Environmental Professionals Annual Conferences	Varies in locations throughout the United States
Varies	National Preservation Institute classroom trainings	Anchorage
Varies	ACHP (Advisory Council on Historic Preservation) classroom trainings	Anchorage

2.9 Online Training

Online training is often more accessible to environmental staff, and several 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; however, it should be encouraged and used when developing staff training plans. 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 Technical Training website
- The National Highway Institute (NHI)
- AASHTO Center for Environmental Excellence
- Advisory Council on Historic Preservation (ACHP)

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

To take advantage of these opportunities, Table 5 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 within three months of hire, as outlined in Section 2.2. These trainings are noted in Table 5 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 5 with a cross (+).

Please note that Table 5 is not a comprehensive list of online training and that the course offerings listed in Table 5 are subject to change by the sponsoring agency.

Table 5. Select Online Courses Offered by DOT&PF, NHI and AASHTO, and Others

Topic	Recommended Courses	Recommended for
National Environmental Policy Act (NEPA)	FHWA Introduction to NEPA and Transportation Decision Making	• EIA I/II/III • Refresher
	Practitioner's Handbook Webinar: Implementing Eco-Logical: Integrating Transportation Planning and NEPA Decision Making AASHTO Center for Environmental Excellence	• EIA I/II/III • Refresher
	Overview of NEPA as Applied to Transportation Projects Federal Highway Administration	• EIA I/II/III • Refresher
	Multimodal/NEPA Peer Exchange AASHTO Center for Environmental Excellence	• EIA I/II/III
	Practitioner's Handbook Webinar: Preparing High-Quality NEPA Documents for Transportation Projects AASHTO Center for Environmental Excellence	• EIA I/II/III
	NEPA Overview Series AASHTO T3	• EIA I
	Federal-aid Essentials: NEPA Regulatory Framework Process SEO Training Website	• EIA I • Refresher
	DOT&PF NEPA Assignment Program, Modules 1-6 * SEO Training Website, EPM Training Modules	• EIA I/II/III • REM • NEPA PM
	FHWA Purpose and Need Training * SEO Training Website	• EIA I/II/III • REM • NEPA PM
	FHWA Alternatives Training * SEO Training Website	• EIA I/II/III • REM • NEPA PM
Title VI	DOT&PF Title VI Basic Training DOT&PF Civil Rights Office FHWA Integrating Equity into Transportation Planning	• EIA I/II/III • REMs • NEPA PM
Public Involvement	Public Involvement for Highway Traffic and Construction Noise Projects National Highway Institute	• EIA I/II/III
	DOT&PF NEPA Assignment Program, Module 7 (Public Involvement) *	• EIA I/II/III • REM • NEPA PM

Topic	Recommended Courses	Recommended for
	SEO Training Website, EPM Training Module 7	
	Every Day Counts Orientation – Virtual Public Involvement Federal Highway Administration	• EIA I/II/III • Refresher
	Basics of Public Involvement in Transportation Decision Making + National Highway Institute	• EIA I/II/III • Refresher
	FHWA Office of Planning, Environment, & Realty Virtual Public Involvement Webinars Federal Highway Administration	• EIA I/II/III • Refresher
	FHWA Virtual Public Involvement Federal Highway Administration	• EIA I/II/III • Refresher
Planning and Environmental Linkages (PEL)	Planning and Environmental Linkages (PEL) FHWA Environmental Review Toolkit	• EIA I/II/III • Refresher
Quality Assurance and Quality Control (QA/QC)	DOT&PF NEPA Assignment Program, Module 11 (Quality Assurance and Quality Control) * SEO Training Website	• EIA I/II/III • Refresher
Environmental Justice	Environmental Justice Webinar Series Analysis AASHTO Center for Environmental Excellence	• EIA I/II/III
	Fundamentals of Environmental Justice National Highway Institute	• EIA I/II/III
	Fundamentals of Community Impact Assessment National Highway Institute	• EIA I/II/III
	Environmental Justice Analysis in the National Environmental Policy Act (NEPA) National Highway Institute	• EIA I/II/III
	Meaningful Engagement for Environmental Justice Without Public Meetings MetroQuest	• EIA I/II/III
Section 106	DOT&PF NEPA Assignment Program, Module 10 (Cultural Resources (Section 106)) * SEO Training Website	• EIA I/II/III • REM • NEPA PM
	e-Learning Portal Advisory Council on Historic Preservation	• EIA I/II/III • PQIs

Topic	Recommended Courses	Recommended for
	Training and Education Resources [Advisory Council on Historic Preservation](#) [FHWA Section 106 Tutorial](#)	• PQIs • Refresher
Air Quality	Practitioner's Handbook Webinar: Addressing Air Quality Issues in the NEPA Process for Highway Projects [AASHTO Center for Environmental Excellences](#)	• EIA I/II/III • Refresher •
Noise	2018 Traffic Noise Practitioner's Summit [AASHTO Center for Environmental Excellence](#)	• EIA I/II/III • Refresher
	Acoustics of Highway Traffic and Construction Noise [National Highway Institute](#)	• EIA I/II/III • Refresher
	How to Mitigate Construction Noise [National Highway Institute](#)	• EIA I/II/III • Refresher
	How to Document Highway Traffic Noise Study Results [National Highway Institute](#)	• EIA I/II/III
	Noise Compatible Planning for Highway Traffic Noise [National Highway Institute](#)	• EIA I/II/III • Refresher
	Highway Traffic and Construction Noise Regulations [National Highway Institute](#)	• EIA I/II/III • Refresher
	Public Involvement for Highway Traffic and Construction Noise [National Highway Institute](#)	• EIA I/II/III • Refresher
	How to Measure Highway Traffic Noise [National Highway Institute](#)	• EIA I/II/III • Refresher
Endangered Species Act and Marine Mammal Protection Act	Practitioner's Handbook: Complying with Section 7 of the Endangered Species Act for Transportation Projects Webinar [AASHTO Center for Environmental Excellence](#)	• EIA I/II/III • Refresher
	DOT&PF NEPA Assignment Program, Module 9 (Endangered Species Act and Marine Mammal Protection Act) * [SEO Training Website, EPM Training Module 9](#)	• EIA I/II/III • REM • NEPA PM
	Endangered Species Act of 1973 - Overview [Bureau of Land Management Knowledge Resource Center](#)	• EIA I/II/III • Refresher

Topic	Recommended Courses	Recommended for
Section 4(f)	Practitioner's Handbook Webinar: Complying with Section 4(f) of the U.S. DOT Act [AASHTO Center for Environmental Excellence](#)	• EIA I/II/III • Refresher
	DOT&PF NEPA Assignment Program, Module 8 (Section 4(f) and Section 6(f)) * [SEO Training Website](#)	• EIA I/II/III • REM • NEPA PM
	Section 4(f) Tutorial + [FHWA Environmental Toolkit](#)	• EIA I/II/III • Refresher
Stormwater	Construction Stormwater [AASHTO T3](#)	• EIA I/II/III • Refresher
	Stormwater Webinar Series [AASHTO Center for Environmental Excellence](#)	• M&O Analyst training
	Clean Water Act Compliance During Construction [AASHTO T3](#)	• EIA I/II/III • Refresher
	Erosion and Sediment Control for Construction [AASHTO T3](#)	• EIA I/II/III • Refresher
Floodplains	DOT&PF Floodplains and Transportation 2020 [SEO Training Website](#)	• EIA I/II/III • Refresher
Wetlands	Permit Instructional Video [U.S. Army Corps – Alaska District](#)	• EIA I/II/III • Refresher
	Hydric Soils Online Training Series [Association of State Wetland Managers](#)	• EIA I/II/III • Refresher
Clean Water Act (CWA)	Clean Water Act Webinars [Association of State Wetland Managers](#)	• EIA I/II/III • Refresher
	State and Tribal Webinars for the Clean Water Act Section 401 Certification Rule [U.S. Environmental Protection Agency](#)	• EIA I/II/III • Refresher
Climate Change	Climate Change Webinars [AASHTO Center for Environmental Excellence](#)	• EIA I/II/III • Refresher
	Understanding Past, Current and Future Climate Conditions [National Highway Institute](#)	• EIA I/II/III
Emergency Procedures	DOT&PF NEPA Assignment Program, Module 12 (Emergency Procedures) *	• EIA I/II/III • Refresher

Topic	Recommended Courses	Recommended for
	SEO Training Website, EPM Training Module 12	
NEPA Indirect and Cumulative Impacts	Practitioner's Handbook Webinar: Assessing Indirect Effects and Cumulative Impacts Under NEPA AASHTO Center for Environmental Excellence	• Prior to or concurrent with advancing to an EIA II/III • Refresher
	NEPA Indirect and Cumulative Impact Analysis AASHTO T3	• EIA I/II/III • 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 EIA'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.
  - A subpage, Historic Properties, contains resources specific to Section 106 and cultural resources
- **MS TEAMS DOT DESIGN AND ENGINEERING SERVICES (DES) NEPA Environmental Team** Allows for all environmental staff to be notified in one location when guidance is updated or training is offered.
- **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 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 and should be reviewed annually to track the employee's progress. The employee and the supervisor work together to establish the Individual Training Plan which 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. There is no required form; however, a blank copy of an optional Individual Training Plan form is provided in Appendix A.

Supervisors of environmental staff should use the Environmental Program Training Plan to develop Individual Training Plans for their staff. 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 C. Section 5 *Proposed Training* will help supervisors identify which of these trainings are expected to be offered within the next year. Appendices C and D 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. SEO has also created a DOT&PF Environmental Training Tracker form in MS Teams that allows all DOT&PF environmental staff to enter their training. This tool allows SEO and REMs to review and create reports.

4.2 Individual Training Requests

To request specific training, individual staff are 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. Check with your supervisor to verify appropriate regional form and approval process.

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.

Environmental Procedures Manual Training: The EPM training modules are only considered complete where the individual has passed the module quiz at the end of the session. Completion

of the EPM Training is documented through the issued certifications and within the online system, which can generate reports on staff completion of the training modules.

Classroom Training: Classroom 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.

Online Training: Most online trainings require an individual to pass a test or quiz 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. Proposed Training

LTAP 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. To ensure environmental training is offered, the SEO will provide a prioritized list of trainings to LTAP for incorporation into the annual training plan by October 1.

For the Federal Fiscal Year 2025, DOT&PF proposes the following training opportunities:

- NAGPRA – February 2025
- Environmental Justice Analysis in NEPA – Spring 2025
- NEPA – Spring 2025
- Section 106 – April 2025
- FHWA Air Quality Conformity Training – Spring 2025
- Environmental Factors in Const and Maintenance – Spring 2025
- Clean Water Act Section 404- U.S. Army Corps of Engineers – Fall 2025
- Greenhouse Gases in Transportation- FHWA Resource Center – Fall 2025
- Applying Section 4(f): Putting Policy into Practice NHI – Fall 2025

The SEO may also hold specialized trainings for individual, regional, or statewide environmental staff, as staff time allows. For the Federal Fiscal Year 2024, the SEO proposes the following training opportunities:

- Monthly regional training opportunities, varying topics
- FHWA Resource Center (on-going) – Likely to be virtually held when available
- Annual Environmental Summit, varying topics

APPENDICES

Note: This is not a complete list as SEO-provided trainings are developed on an as-needed or as-available basis.

APPENDIX A. Optional Individual Training Plan Form

Department of Transportation and Public Facilities

Individual Training Plan - Environmental Training

Name: Click or tap here to enter text.   Position Title: Choose an item.

Region: Choose an item.   Section: Click or tap here to enter text.

Time Period Covered: Click or tap to enter a date. **to** Click or tap to enter a date.

Supervisor: Click or tap here to enter text.

Section I: Past Training

List all training received during the past three calendar years. Add rows, as needed.

Course Name	Institution	Date(s)	Number of Hours

Section II: Career Goals

Describe next logical objective in career goals.

Click or tap here to enter text.

Describe long range goals of employee.
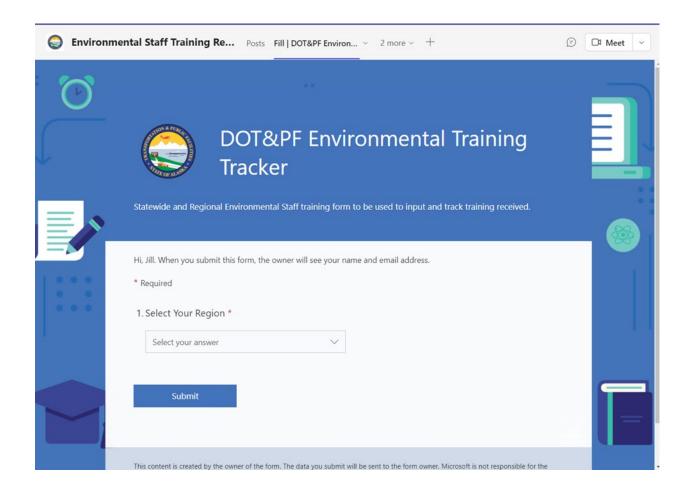
Click or tap here to enter text.

Section III: Requested or Planned Training

Section to be completed with supervisor. Rank in order of priority. Add rows, as needed.

Type[1]	Skills Needed	Course Name (if available)	Estimated Cost

Please refer to the following in the 2025 Environmental Training Plan for training required for DOT&PF environmental staff: Table 2, Table 3, Appendix C, Appendix D, and Appendix E.

Click or tap to enter a date.

_____   _____
Employee Signature   Date

Click or tap to enter a date.

_____   _____
Supervisor Signature   Date

---

[1] List one of the following three types: M (Mandatory), SE (Skills Enhancement), or D (Developmental).

APPENDIX B. MS Teams DOT&PF Environmental Training Tracker Form Example Screenshot

APPENDIX C. Summary of training requirements for environmental staff.

Positions	Training required
New Hires	Complete within three months of hire: • EPM Training Modules and FHWA webinars (online, see items with asterisks in Table 5) • Interim Training (online, see items noted with a plus mark in Table 5) Complete as available: • Training in Table 2 as available (classroom)
All Staff	Complete as determined necessary by supervisor or REM for refresher: • EPM Training Modules and FHWA webinars (online, see items with asterisks in Table 5) • Interim Training (online, see items noted with a plus mark in Table 5) Complete twice per year: • EPM Training Module on Re-evaluation Procedures Complete, if not taken within three years, as available: • Training in Table 2 (classroom) • Training in Table 3, where required for position (classroom)
PQIs	Section 106 Programmatic Agreement requirements: • Beyond Compliance: Historic Preservation in Transportation Project Development or Section 106 for the Federal-Aid Highway Program in Alaska (once every 3 years) • Advanced Section 106 course (once every 3 years) • Alaska Heritage Resources Survey (AHRS) Database Training • Annual Section 106 PA Training

APPENDIX D. Matrix of desired knowledge and skills for positions in the Environmental Series.

A dot (●) indicates 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 (●). The table includes the following positions: Environmental Impact Analyst (EIA), Professionally Qualified Individual (PQI), Regional Environmental Manager (REM), staff at the Statewide Environmental Office (SEO staff).

Desired Skills	DOT&PF Environmental Series Positions					
	EIA I	EIA II	EIA III	PQI	REM	SEO staff
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.	○	●	●	●	●	●
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.	○	●	●		●	●

Desired Skills	DOT&PF Environmental Series Positions					
	EIA I	EIA II	EIA III	PQI	REM	SEO staff
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.	○	●	●		●	●
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.	○	●	●		●	●
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.		○	●		●	

Desired Skills	DOT&PF Environmental Series Positions					
	EIA I	EIA II	EIA III	PQI	REM	SEO staff
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.		●	●	●	●	
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.	●	●	●	●	●	●
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.			●	●	●	●

Desired Skills	DOT&PF Environmental Series Positions					
	EIA I	EIA II	EIA III	PQI	REM	SEO staff
Work with resource and regulatory agency managers to resolve project conflicts.		●	●	●	●	●
Ability to supervise professional staff.				●	●	
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 effect on operations. Recommend and implement changes in policies and procedures. Recommend challenges to proposed laws, regulations, or procedures that unreasonably impede operations.				●*	●	●
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 process reviews and as needed.	●	●	●	●	●	●
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.					●	●

Desired Skills	DOT&PF Environmental Series Positions					
	EIA I	EIA II	EIA III	PQI	REM	SEO staff
Conduct regular quality control activities to ensure that determinations are made in accordance with applicable law and agreements.				●*	●	●
Project Management						
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

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				
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	x	
Right of Way / Real Estate	x	x			x		
Project Management / Quality Control Methods							x