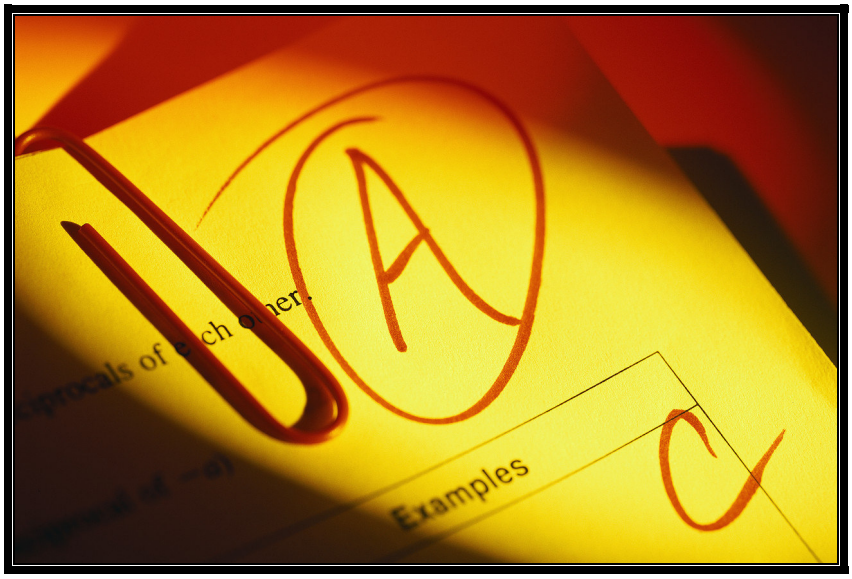
Discussion Draft

Education and Training for Developing and Managing High Quality NEPA Documents



Recommendations from the Joint AASHTO/ACEC/FHWA Task Group On Environmental Education and Training

January 12, 2006

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The Education Task Team includes:

Tim Hill- OHDOT, Andrea Stevenson- OHDOT, Dianna Noble- TXDOT, Carolyn Ismart- FLDOT, John Page- PB, Susan Killen- PB, Lisa Zeimer- PB, Caron Kloser- HNTB, John Mettille- Wilber-Smith, Jerry Stump- Wilber-Smith, Pamela Stephenson- FHWA, and Kimberly Majerus- FHWA

I. What is the joint AASHTO/ACEC/FHWA Initiative on Improving Environmental Education and Training?

This draft report documents an initiative of transportation practitioners nationwide to improve the quality of Environmental Impact Statements and Environmental Assessments to comply with the National Environmental Policy Act (NEPA) and provides the results of the Improving Environmental Education and Training Task Team.

In 2003, the American Association of State Highway and Transportation Officials (AASHTO), the American Council of Engineering Companies (ACEC) and the Federal Highway Administration (FHWA) joined forces to improve the quality of environmental documents prepared for transportation projects in compliance with NEPA. This "environmental document quality" initiative focused on the development and dissemination of information and tools to assist practitioners nationwide in improving the readability and usefulness of NEPA documents.

Also in 2003, at AASHTO's Standing Committee on the Environment (SCOE) annual meeting, attendees were asked to define and prioritize environmental issues that are/can be affecting the States. All three major groups represented at this meeting (ACEC, AASHTO/State Departments of Transportation (SDOT) and Resource Agencies) voted and deemed that the Education and Training was the highest concern area. The concerns voiced during this meeting focused on the lack of existing training opportunities, lack of structured training programs, and concerns with lack of state specific training tailored for various needs.

In 2003 and 2004, an AASHTO/ACEC/FHWA committee conducted a joint survey of SDOT, ACEC and FHWA representatives. This survey laid the foundation for two joint AASHTO/ACEC/FHWA workshops held in conjunction with the AASHTO Standing Committee on the Environment's annual meetings in 2004 and 2005. As a result of the survey and follow-up meetings, the AASHTO/ACEC/FHWA committee designated three task-teams. These three task-teams were established to focus on:

- Improving the quality and clarity of NEPA documents;
- Addressing the "legal sufficiency" of NEPA documents; and
- Improving environmental education and training.

"Our mission was not to develop training on "quality", but to look at successful project management and help to identify the parameters that are required to have a successful project."

The Goal of the Education and Training Task Team was to:

Establish the basic level of competency required for developing and managing high quality NEPA documents that result in successful project decision-making.

II. What is the basic level of "competency" required to develop and manage high quality NEPA documents?

Competencies are the knowledge, skills, and experiences that define and control an employee's performance, role, or responsibility in a particular professional area.

Environmental competencies are vitally required for developing and managing high quality NEPA documents that result in successful project decision-making. The environmental process requires that an individual not only maintain adequate knowledge in the appropriate disciplines, but also to continually expand and improve his understanding to meet the challenges of changing laws and policies, and demands of the stakeholders. The environmental responsibilities of NEPA practitioners will always be changing. Thus, SDOT's must be responsive to new challenges and increased needs for improved and updated training. As such, the use of competency-based strategies to expand the environmental expertise of project team members will ensure focus on quality while ensuring SDOT's meet the changing knowledge, experience, and skill needs of their employees and consultants.

***Competencies** are the knowledge, skills, and experiences that define and control an employee's performance, role, or responsibility in a particular professional area.*

For an individual to have competency over the environmental process, they must possess the following Competency Areas:

A. Have a solid understanding of the NEPA process for transportation project development process.

- An individual must have hands-on knowledge and application of the National Environmental Policy Act (NEPA) decision-making process in relation to transportation facilities.

B. Be able to write and communicate clearly and in a concise form.

- Clearly and effectively communicate with individuals and groups. Be responsive to the various styles and needs of the individuals/groups they are communicating with.
- Communicate effectively in writing. Form and approach of writing is appropriate for the audience and situation.
- Utilize proper judgment and professional experience to clearly communicate project goals, needs and direction. Able to apply practical experience to new situations and guide others as needed.

- Must be able to work across organizational and functional boundaries to provide collaborative leadership, both internally and externally with partners and other agencies.

C. Have knowledge of other environmental/design areas and know how to utilize other professionals' expertise for effective decision-making.

- In addition to NEPA, an individual must have practical experience with other major environmental laws; including the National Historic Preservation Act, the Clean Water Act, the Threatened and Endangered Species Act, and the Clean Air Act; and the public involvement required during the decision making process.

- The individual must have a working knowledge of the necessary design and planning requirements. This level of knowledge is essential to building upon the decisions made during the planning process and to supplement the environmental process with the necessary level of design for decision-making.

- The individual has to be credible and flexible to change. They must establish trust with partners, and develop project initiatives to support collaboration.

- The individual must exercise good judgment by making sound and well-informed decisions. Makes effective and timely decisions even when data are limited or when solutions produce unpleasant consequences. Knows when and when not to seek consensus.

- Recognizes and defines problems; analyzes relevant information; encourages alternative solutions and plans to solve problems.

III. What are the core elements/classes/skill sets needed by individuals to achieve the basic level of "competency"?

The three Competency Areas above (Understanding NEPA, Clear Communication and Knowledge of General Environment/Design Areas) are essential to have in an individual to have a high quality and effective decision-making process. To ensure these three areas are met in individuals, a series of specific classes, skills and experiences are required to achieve competency. The Federal Government uses Knowledge, Skills and Abilities (KSA) to define the core competencies required for an individual to successfully

> ***FHWA defines Competencies*** *as the areas of personal knowledge and capabilities that enable individuals to successfully perform in their jobs.* ***Competencies*** *are typically a combination of knowledge, experience, skills, values, and personal characteristics.*

perform in a specific area. The Education Task Team used this concept to develop the list of necessary education and training to meet the three identified success areas. The classes necessary are:

A. For individuals to have a solid understanding of the NEPA process, they would need the following training:

- Introductory NEPA
- Introductory Planning
- Purpose and Need
- Agency Processes Introductory (USEPA, USFWS, USACE, etc. and their requirements).
- Introductory Design, Traffic and Right-of-Way Processes for Non-Engineers

B. For individuals to write and communicate clearly and concisely, they would need the following training:

- Clear Writing for Environmental Documents
- Public Involvement
- Project Management and Environmental Responsibilities within Transportation Project Delivery
- Collaborative Problem Solving

C. For individuals to have a working knowledge of other areas, they would need the following training:

- Specific Introductory or "101" classes in:
  - Cultural Resources
  - Ecological Fundamentals
  - Threatened and Endangered Species
  - Environmental Justice
  - Community Impact Assessment
  - Working knowledge of general environmental issues, such as: noise and vibration, air quality, hazardous materials
  - Indirect and Cumulative Impact Analysis
- Scoping
- Context Sensitive Solutions
- Interdisciplinary Approaches

The Education Task Team developed curriculum sheets that discuss each of the above training in terms of Goals, Learning Objectives and Knowledge, Skills and Abilities (See Appendix A). The Goals and Learning Objectives define what the participants will learn as a result of the specific course being taught. The learning outcomes were written as observable and measurable performance. In addition, each curriculum sheet defines the participant's prerequisites for

Knowledge, Skills and Abilities (including minimum education, training and experience in a specific area).

IV. Which courses help individuals to achieve the basic level of "competency"?

Using these curriculum sheets, the team was able to develop Course Evaluation Criteria (Appendix B) that could be used to evaluate education and training courses.

By applying the criteria from Appendix B, the Educations Task Team was able to develop a sample training course evaluation matrix (Appendix C). This evaluation matrix, sorted the courses into three groups -- (1) NEPA Overview Courses, (2) Targeted NEPA Courses (e.g., courses specifically focused on P&N or Cumulative Effects), and (3) Resource Specific Courses. In developing this matrix, the Education Task Team made the following assumptions:

- For NEPA Overview Courses, all categories were applicable except the resource specific categories.
- For Targeted NEPA Courses, Planning 101, NEPA 101, Clear Environmental Writing and Project Management were *always* applicable.
- For Resource Specific Courses, only the Planning 101, NEPA 101, and Clear Writing categories were *always* applicable.

The goal of this matrix was to provide an understanding of how well the current course offerings will help individuals achieve the basic level of "competency" as defined by the Education Task Team. In a perfect world, green would be the predominant color. (Green would indicate that over 75% of the establish criteria would have been covered by a particular class.)

So, what does the sample training course evaluation matrix tell us?

In short, it tells us that we still have a lot of work to do in the environmental education and training areas.

In the 2003 SCOE annual meeting, one of the main reasons that education and training was voted as the highest priority was because of the perceived lack of available environmental training. However, the USDOT Volpe Center in conjunction with the FHWA developed a list of known training courses that are currently offered. This list, (Appendix D) contains several hundred training classes that are currently offered. Environmental training classes are available. However, are those classes covering what today's professionals need to know in order to produce high quality NEPA decisions? The answer is No. Today's classes provide excellent information about the various environmental processes and requirements; however, there are no established thresholds of required

educational needs. Trainers today focus on what they believe needs to be taught and focus their training typically from their own specific experience. This is great and a very important part of any training class; however, for an industry to raise the level of quality and to ensure high quality decision-making across the board, a bar needs to be established. This effort certainly shows that no "bar" exists today.

The good news is that the matrix shows a lot of "yellow". This means that we are close. This means that in most cases, the class could move to the "green" level with some minor changes or additions. The yellow classes are typically missing one or two criteria from the list of Course Evaluation Criteria contained in Appendix B. These are the ones that could very easily be adapted to address the quality movement.

V. Where do we go next?

The work that was performed by the Education Task Team is only the first step. Through this effort, this team was able to shed some light on this subject and to, hopefully, spur on further development on this subject. For example, the course review matrix contained in the report really serves as a "model". This matrix should be expanded to include the full list developed by the Volpe Center and FHWA. This could then serve as a baseline model for the database that would be kept and linked to the other tables and as courses are updated and enhanced, the matrix would continue to be a living document.

Next Steps and Recommendations

1. Partner with Others in the Education and Training Area.

   The Federal Highway Administration's (FHWA) Office of Project Development and Environmental Review is developing an Environmental Competency Building program designed to assist transportation decision-makers in facilitating a streamlined and solutions-oriented project development and environmental review process. ***The mission of the Environmental Competency Building (ECB) program is to collaboratively identify, develop, and promote effective strategies and resources that will cultivate and enhance competencies of professionals to deliver environmentally sustainable transportation programs.*** ECB seeks to increase practitioner expertise to better deliver streamlining goals and to promote environmental stewardship. The key components of ECB will include the provision of relevant information, guidance regarding useful trainings, recognition of current expertise, and recommendations of future certification.

The goals of the ECB program include:

- **Recognize Existing Competency** — Identify current environmental expertise in professionals.
- **Enhance Practitioner Expertise** — Utilize Trainings, Peer Exchanges, Seminars, Workshops, and On-line resources to enhance transportation professional understanding on environmental review and stewardship issues.
- **Promote Broad Dissemination of Successful Practices** — Actively distribute and share innovation within FHWA, between states, and throughout the transportation community so that environmental professionals can rapidly adopt the most effective environmental methods.
- **Provide Access to Training Opportunities and Resources** — Create a uniform environmental knowledge base by providing practitioners with access to training opportunities and existing resources across various transportation disciplines.
- **Determine Certification Needs —** Establish relevant credentialing where applicable and necessary to guarantee a solid foundation of expertise to deliver environmentally sustainable transportation programs.

The ECB program offers a perfect integration of the work started by the Education Task Team.

2. Review and expand upon the list of education and training courses, developed by Volpe Center and FHWA. Ensure the list includes all known sources of training for course topics (e.g. sources as - federal, state, university, transportation institutes, and private sector).

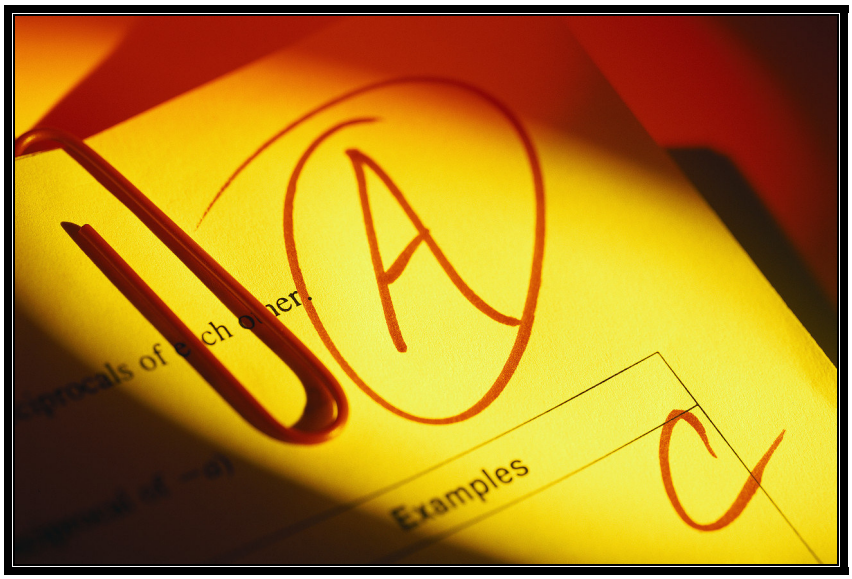
3. Conduct review of course evaluation criteria with a broader audience to ensure the criteria identified will meet the quality expectations and improve overall decision-making. Apply this updated criterion to the list developed by the Volpe Center and FHWA through the ECB effort. Encourage others in the training industry to submit training materials to be evaluated. Create minimum training levels that the can be recognized for meeting this level with their offered classes. This would expand and update the Training Course Evaluation Matrix contained in Appendix C.

4. Compile trends and results summary for course content, delivery, and sources including:
   - Strengths and benefits that were identified
   - Needs that were apparent
   - Improvements and changes that could be beneficial

5. Distribute products to professionals involved with training delivery/development for implementation in their courses and programs, products to include:
   - List of training sources for general topics for courses relevant to NEPA "umbrella"
   - Trends of strengths and improvements and findings

6. Determine Certification Needs. In conjunction with the ECB effort, work to establish an environmental certification program that ensures all education and training offered meets applicable core Goals, Learning Objectives and KSA's.

Appendices



Appendix A Training Curriculum (KSA's)

- **List A - For Individuals to have a Solid Understanding of the NEPA Process**
- **List B - For Individuals to Write and Communicate Clearly and Concisely**
- **List C - For Individuals to Have a Working Knowledge of Other Areas**

Appendix B Course Evaluation Criteria

Appendix C Training Course Evaluation Matrix

Appendix D Training Courses Offered by:

- **D1- Federal Agencies**
- **D2- State Agencies**
- **D3- Private**
- **D4- Non-Profit**
- **D5- Academic**

Education Task Team
Training Curriculum

Appendix A

List A - For Individuals to have a Solid Understanding of the NEPA Process

1. **Introductory NEPA**
2. **Introductory Planning**
3. **Purpose and Need**
4. **Introductory Agency Processes**
5. **Introductory Design, Traffic, and Right-of-Way for Non-Engineers**

Introductory NEPA Training Curriculum

Intent of Course

This course will expand the knowledge and skills of front-line transportation practitioners and introduce them to NEPA decision-making requirements and practices as part of the transportation development process.

Goals

1. Demonstrate a general understanding of NEPA, Council on Environmental Quality and their associated statutes and regulations.
2. Describe the framework of NEPA and implementation strategies.
3. List the critical resource elements of NEPA.
4. Identify the NEPA Classes of Action and criteria..
5. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.
6. Describe the context of NEPA in the overall transportation process.

Learning Objectives

Upon successful completition of this course participants will be able to:

1. Define administrative and regulatory requirements that build the foundation for NEPA decision-making as a federal responsibility. Key elements of module will include:
   - National Environmental Policy Act
   - Council on Environmental Quality
   - DOT Regulations, Guidance and Executive Orders
2. Describe the function, importance and interrelationship of NEPA approaches for developing projects (interdisciplinary approach, technical consideration, agency coordination)
3. Demonstrate how to make strategic decisions about alternatives, impacts, mitigation, public involvement, agency coordination and documentation.
4. Select the appropriate level of NEPA documentation by examining context and intensity of impacts for a significance determination.
5. Describe the documentation requirements of the NEPA process.
6. List the essential elements of the NEPA process.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in engineering, planning, natural science, social science or related field, or relevant experience.
2. General knowledge of transportation issues and planning concepts.
3. Interpret technical material.
4. Handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions.

Introductory Planning Training Curriculum

Intent of Course

This course will provide a baseline of knowledge and skills for front-line transportation practitioners in planning techniques and approaches to ensure that metropolitan and statewide transportation planning processes can be incorporated into and relied upon in the National Environmental Policy Act (NEPA) under existing Federal statutes and regulations.

Goals

1. Describe the continuity between the planning and project development processes and the extent to which the results of the transportation planning process can be used in and relied upon in the NEPA process.
2. Relate a basic understanding of planning to integrate the planning process in the NEPA process for better decision-making.
3. Develop stronger relationships with our statewide communities as we strive to meet the transportation needs in the most effective and efficient manner possible.
4. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.

Learning Objectives

Upon successful completion of this course participants will be able to:

1. Describe the requirements of the transportation planning process under 23 U.S.C. 134 and 135 and 49 U.S.C. 5303-5306 in setting the stage for development of transportation projects.
2. Describe how, using Federal transportation law and NEPA law to the extent practicable, the NEPA process should use and build on the decisions made and information developed during the planning process.
3. Describe the role of the "purpose and need statement" in the planning process and the NEPA process.
4. Describe the potential level of assessment of environmental consequences conducted during the planning process and the level of detail required to meet NEPA standards.
7. Explain function, importance and interrelationship of public involvement and agency coordination, planning and the NEPA process.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

Degree in engineering, planning, natural science, social science or related field, or relevant experience.

Purpose and Need Training Curriculum

Intent of Course

This course will expand the knowledge and skills of front-line transportation practitioners in development and preparation of Purpose and Need (P&N) statements as part of planning and environmental documents for the fulfillment of complying with the National Environmental Policy Act (NEPA).

Goals

1. Demonstrate expertise of agency staff and consultants to ensure a high level of competency and confidence in developing effective P&N statements.
2. Develop stronger relationships with our statewide communities as we strive to meet the transportation needs in the most effective and efficient manner possible.
3. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.

Learning Objectives

Upon successful completion of this course participants will be able to:

1. Describe administrative and regulatory requirements that build the foundation for P&N development and NEPA decision-making. Key elements of this module will include:
   - National Environmental Policy Act
   - Council on Environmental Quality
   - FHWA Regulations and Guidance (Tech. Advisory, CEQ 40 Most…, P&N Guidance, Logical Termini Guidance, Linking Planning and NEPA, etc…)
2. Explain the function, importance and interrelationship of P&N statements and NEPA documents for alternative analysis and selection, Section 4(f) (49 U.S.C. 303) and the Executive Orders on Wetlands (E.O. 11990) and Floodplains (E.O. 11988) and the Section 404(b)(1) Guidelines.
3. Apply an acceptable and consistent document format that is reader-friendly, approvable and functional throughout the life-cycle of project development which considers:
   - Appropriate document length based on scope, purpose and need
   - Relevance and types of project data/detail to include
   - Definition of appropriate baseline conditions working towards optimal transportation solutions
   - Key elements to be included in P&N documents to define need such as:
     - Project status, logical termini, system linkage, capacity, and transportation demand

- Legislation, social demands, economic development, and modal interrelationships
- Safety and roadway deficiencies

4. Prepare and/or critically review documents for high quality technical analysis and documentation in compliance with NEPA and related regulatory requirements.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in planning, engineering, natural science, social science or related field, or relevant experience.
2. Successful completion of Introductory Planning and NEPA class (or other approved substitute) demonstrating an understanding of current regulations, processes, innovative approaches and environmental stewardship.
3. Handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions.
4. Read and interpret transportation plans, maps and data for effective decision-making regarding resources and highways
5. Must be able to write and communicate clearly. Requires the ability to negotiate and positively influence the decision-making process with ease
6. Successfully manage and multi-task variables (resource interests, safety concerns, economic development, etc…) in unfamiliar context or difficult settings
7. Ability to collect data, establish facts, define problems and draw conclusions
8. Ability to interpret technical material including transportation plans, data and maps use to understand transportation systems and resources.

Introductory Agency Processes Training Curriculum

Intent of Course

This course will provide a basic understanding of agencies' processes and requirements as they relate to developing environmental documents for U.S. DOT actions.

Goals

1. Demonstrate basic knowledge of agency and consultant staff regarding other agencies' processes and requirements for transportation projects.
2. Use the NEPA umbrella concept in transportation decision-making.
3. Apply FHWA/FTA guidance on agency coordination, including new SAFETEA-LU provisions.
4. Describe practical guidance on methodologies for effective and timely agency coordination.
5. Employ a reasoned, collaborative approach to the NEPA process.
6. Foster stronger relationships with our statewide communities as we strive to meet the transportation needs in the most effective and efficient manner possible.
7. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.

Learning Objectives

Upon successful completion of this course participants will be able to:

1. Explain the roles and responsibilities of the federal, state, and local agencies as well as tribes with jurisdiction by law, special expertise or interest.
2. Identify key federal laws, regulatory processes and Executive Orders that are typically encountered on transportation.
3. Define scoping and its role in the NEPA process.
4. Identify tools and techniques for interagency coordination and collaboration.
5. Describe the benefits of interagency coordination relative to environmental streamlining.
6. Identify and use tools for documenting a thorough record of communications and action items.
7. Apply collaborative decision-making beginning in the early project development phase and continuing through completion of a project.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in engineering, planning, natural science, social science or related field, or relevant experience.
2. Successful completion of Introductory Planning and NEPA class (or other approved substitute) demonstrating an understanding of current regulations, processes, innovative approaches and environmental stewardship.
3. Read and interpret transportation plans, maps and data for effective decision-making regarding resources and highways
4. Confidently and clearly write and communicate while negotiating and influencing the decision-making process.
5. Manage multiple variables (resource interests, safety concerns, economic development, etc…) in an unfamiliar context or difficult setting.
6. Define problems, collect data, establish facts and draw conclusions.
7. Interpret technical material.
8. Handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions.

Introductory Design, Traffic, and Right-of-Way for Non-Engineers Training Curriculum

Intent of Course

This course will provide a baseline of knowledge and skills for front-line transportation practitioners who are not civil, traffic, or structural engineers in rudimentary components of engineering design and traffic analysis.

Goals

1. Familiarize non-engineer NEPA practitioners with factors important to the engineering design and traffic analysis components of highway planning and design.
2. Improve the overall quality of transportation decision-making by incorporating an interdisciplinary NEPA team.
3. Aid the non-engineer in formulating potential impact avoidance, minimization, and mitigation opportunities that are compatible with sound engineering practices.
4. Develop skills essential to multi-faceted team management.

Learning Objectives

Upon successful completion of this course participants will be able to:

1. Utilize engineering metric scales.
2. Read aerial photography, topographic maps, and graphical scales.
3. Name the basic types of engineering software and their purposes.
4. In relation to traffic planning and engineering:
   - Define common highway classifications and the characteristics of various highway types.
   - Describe factors that influence the capacity of a highway.
   - Describe factors considered in setting a highway's design speed and speed limit.
   - Define the level of service classifications for highways and intersections, as well as identify factors used in determining level of service.
   - Understand basic terms of traffic planning and engineering such as design year, design hour volume, peak period, peak direction, average annual daily traffic, vehicle-miles traveled and vehicle-hours traveled.
   - Define the basic terminology used in traffic forecasting and modeling.
   - Determine important factors for a traffic signal.
5. In relation to roadway design:

- Describe basic types of design criteria and how they vary among different highway classifications, as well as define the concepts of the typical section and design speed.
- Describe the basic characteristics of functional, preliminary design, and final design drawings.
- Interpret plans, profiles, and cross sections.
- Identify interchange and intersection types, their general capacity, and when they are used.

6. In relation to structural design:
   - Recognize common bridge, culvert, and retaining wall types and their characteristics.
   - Understand basic criteria used in selecting and sizing a bridge or culvert over a waterway.
   - Understand basic criteria used in selecting bridge types in various settings and for various purposes.
7. Describe how geologic and soil characteristics can influence engineering design.
8. Describe the basic parameters used in developing capital cost estimates.
9. In relation to right-of-way acquisition:
   - Distinguish between different forms of land ownership.
   - Know the rudiments of determining land value.
   - Define the components of the Uniform Relocation Assistance and Real Estate Acquisition Policies Act of 1970.
   - Prepare a conceptual stage relocation plan.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in planning, natural science, social science, related field or relevant experience.
2. Successful completion of Introductory Planning and NEPA class (or other approved substitute) demonstrating an understanding of current regulations, processes, innovative approaches and environmental stewardship.

Education Task Team
Training Classes

Appendix A

List B - For Individuals to Write and Communicate Clearly and Concisely

1. **Clear Writing for Environmental Documents**
2. **Public Involvement**
3. **Project Management and Environmental Responsibilities within Transportation Project Delivery**
4. **Collaborative Problem Solving**

Clear Writing for Environmental Documents Training Curriculum

Intent of Course

This course will provide a baseline of knowledge and skills for front-line transportation practitioners to write clear environmental documents, to improve the usefulness of such documents for decision-making and to facilitate stakeholder understanding of environmental issues.

Goals

1. Prepare environmental documents that are of high quality using the principles of good documentation in compliance with NEPA.
2. Use a toolkit of ideas for enhancing environmental impact documentation focus, organization, style, format, and quality control.
3. Use tools that focus on clear communication through good writing and thoughtfully designed graphics.
4. Create sensitivity to the interests and needs of project stakeholders.
5. Develop stronger relationships with our statewide communities as we strive to meet the transportation needs in the most effective and efficient manner possible.
6. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.

Learning Objectives

Upon successful completion of this course participants will be able to:

1. Identify the different audiences for environmental documents.
2. Describe the differing needs of those audiences - regulatory agencies, the public, decision makers, and attorneys.
3. Use environmental law, science, observation, and good listening skills in determining the focus and scope of an environmental analysis and documentation.
4. Apply the concept -"tell a story" - in environmental documents. – consider document organization.
   - structure specified in official guidance, it purpose, and potential opportunities for refining that structure;
   - document planning (including the concepts of the annotated outline and story board); and
   - Techniques for organizing discussions to enhance their readability.

5. Apply the concept – "make it visual" – using graphics, pictures, photosimulations, and charts.
6. Identify and concentrate on the issues that are truly significant to the action in question in developing environmental documents,
7. Demonstrate concepts that facilitate understanding, constructive debate, and sound decision making, including objectivity, thoroughness, vividness, accessibility, conciseness, consistency, and defensibility.
8. Design and use effective quality control processes.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in planning, natural science, social science, related field or relevant experience.
2. Successful completion of Introductory Planning and NEPA class (or other approved substitute) demonstrating an understanding of current regulations, processes, innovative approaches and environmental stewardship.
3. Successfully manage and multi-task variables (resource interests, safety concerns, economic development, etc…) in unfamiliar context or difficult settings.
4. Interpret technical material.
5. Handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions.

Public Involvement Training Curriculum

Intent of Course

This course will provide a baseline of knowledge and skills for front-line transportation practitioners to integrate the public and other stakeholders into project development and the transportation decision making process as part of the fulfillment of the requirements of the National Environmental Policy Act (NEPA).

Goals

1. Prepare competent staff and consultants who can develop and implement effective public involvement plans and techniques.
2. Develop an understanding of the purpose and benefits of public involvement throughout the project development and NEPA process.
3. Employ early and continuous public involvement through a variety of public involvement activities.
4. Use a toolkit of public involvement techniques for enhancing the focus of public involvement/participation in the project development and NEPA process.
5. Demonstrate sensitivity to the viewpoints and needs of the public and project stakeholders.
6. Develop stronger relationships with our statewide communities as we strive to meet the transportation needs in the most effective and efficient manner possible.
7. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.

Learning Objectives

Upon successful completion of this course participants will be able to:

1. List the administrative and regulatory requirements for public involvement in project development and NEPA decision-making. Key elements of module will include:
   - National Environmental Policy Act
   - Title VI and Executive Order 12898
   - FHWA Regulations and Guidance
2. Identify key decision points where the public can and should be involved.
3. Describe different publics/stakeholders and engage them through targeted techniques.
4. Select and apply a variety of specific techniques to get information out to the public, as well as to obtain input from the public.

5. Differentiate between positions and interests and ask questions that will elicit interests and lead toward problem solving
6. Identify and adapt to different cultural sensitivities
7. Develop public involvement plans
8. Integrate the public-involvement process with the decision-making process
9. Describe effective public involvement and its benefits.
10. Develop a public involvement plan that is functional and flexible throughout the life-cycle of project development and fits the context of the project.
11. List tools for evaluating a public involvement program.
12. Describe effective approaches to public involvement program documentation.
13. List key elements to be included in a public involvement plan such as:
    - List goals and objectives of the plan
    - Identify the public and stakeholders
    - Identify public involvement techniques to be utilized on the project.
    - Establish a schedule for the plan.
    - Establish an evaluation plan and approach to plan revisions

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in planning, natural science, social science, related field or relevant experience.
2. The ability to read and interpret transportation plans, maps and data for effective decision-making regarding resources and highways.
3. Ability to communicate clearly with confidence.
4. Ability to manage multiple variables (resource interests, safety concerns, economic development, etc…) in unfamiliar context or difficult settings.
5. Skill to collect data, establish facts and draw conclusions in developing solutions to problems.
6. Ability to handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions.
7. Skill in public and stakeholder involvement.
8. Successful completion of Introductory Planning and NEPA class (or other approved substitute) demonstrating an understanding of current regulations, processes, innovative approaches and environmental stewardship.

Project Management and Environmental Responsibilities within Transportation Project Delivery Training Curriculum

Intent of Course

This course will provide a baseline of knowledge and skills for front-line transportation practitioners to facilitate overall comprehension of and effective implementation of environmental responsibilities within the transportation project delivery cycle.

Goals

1. Manage environmental responsibilities and effective project delivery within project decision-making, project scope, project scheduling, project budget, project outcomes, and project/environmental documentation.
2. Use an interdisciplinary approach to match project needs with expertise.
3. Apply skills to effectively implement environmental responsibilities and commitments in the full project delivery cycle.
4. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.

Learning Objectives

Upon successful completion of this course participants will be able to:

1. Define the phases/stages of the project delivery cycle and the topics of project scope, schedule, and budget.
2. Identify environmental issues and project needs while matching these to the skill sets and team members needed for an effective project delivery team.
3. Prepare a framework/chart summary.
4. Identify the skills necessary for project team members to participate in the effective development of project scope, schedule, and budget to match project needs using an interdisciplinary approach.
5. Describe and give an example of avoidance of adverse impacts, assessment of impacts, minimization of impacts, and compensatory mitigation and their relationship to:
    - Environmental approvals and permits
    - Environmental commitments
    - Environnemental documentation as NEPA “umbrella” and technical documents

- Administrative record and overall project documentation
- Interagency and public involvement

6. Employ the methods and tools that support environmental responsibilities within project delivery for project decision-making, project development, implementation of environmental commitments, and documentation.
7. Identify the roles of project team members for inclusion of input from stakeholders and local, state, and federal agencies and the public for environmental topics within the project delivery cycle.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in planning, engineering, natural science, social science, or related field or relevant experience.
2. Successful completion of Introductory NEPA class to demonstrate a basic understanding of current regulations, processes and innovative approaches.
3. Handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions.
4. Ability to read and comprehend project information for effective decision-making.
5. Ability to write and communicate clearly with confidence.
6. Skill as a participant in a project delivery team and knowledge of project delivery.
7. Skill in seeking out and applying FHWA policies and federal, state, and local requirements for transportation projects.
8. Successful completion of Introductory Planning and NEPA Class, demonstrating an understanding of current regulations, processes and innovative approaches.

Collaborative Problem Solving Training Curriculum

Intent of Course

This course will provide a baseline of knowledge and skills for front-line transportation practitioners to ensure that effective communication skills can be incorporated into project development and management as part of the National Environmental Policy Act (NEPA) process.

Goals

1. Improve overall quality of transportation decision-making through internal and external communication to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.
2. Provide continuity between the planning and project development processes through communication.
3. Foster stronger relationships with statewide communities while striving to meet transportation needs effectively and efficiently.

Learning Objectives

Upon successful completion of this course participants will be able to:

1. Describe the function and importance of internal and external communication in the NEPA process for improved transportation decision-making, project management, streamlining and stewardship.
2. Apply communication techniques in the NEPA process for promoting understanding amongst the project development team.
3. Incorporate communication techniques in the NEPA process for external communication between agencies and the public for receiving, documenting and responding to comments.
4. Describe internal and external collaborative problem solving techniques and application that can be incorporated into the NEPA process as part of effective transportation decision-making.
5. Identify the role of the “conflict management” in the NEPA process.
6. Describe “conflict management” techniques and interventions in the NEPA process, including mediation, Alternative Dispute Resolution (ADR), etc.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Successful completion of Introductory Planning and NEPA class demonstrating an understanding of current regulations, processes and innovative approaches.
2. Handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions.

Education Task Team
Training Classes

Appendix A

List C - For Individuals to Have a Working Knowledge of Other Areas

1. **Cultural Resources Management**
2. **Ecological Fundamentals**
3. **Threatened and Endangered Species**
4. **Environmental Justice**
5. **Community Impact Assessment**
6. **Noise**
7. **Air Quality**
8. **Hazardous Materials**
9. **Indirect and Cumulative Impact Analysis**
10. **Scoping**
11. **Context Sensitive Solutions**
12. **Interdisciplinary Approaches to Integrate Environmental Disciplines**

Cultural Resource Management Training Curriculum

Intent of Course

This course will provide a baseline of knowledge and skills for front-line transportation practitioners in identification, evaluation and planning for cultural resource management issues required to ensure compliance with the Federal Highway Administration (FHWA) responsibilities under the National Environmental Policy Act (NEPA) and Section 106 of the National Historic Preservation Act (NHPA).

Goals

1. Describe an overview of cultural resource management issues in the project development process.
2. Describe the Section 106 consultation process and interagency coordination, as well as other applicable regulatory requirements such as Section 4(f) of the Department of Transportation Act (DOTA), including the new SAFETEA-LU *de minimis* guidelines.
3. Demonstrate an understanding of procedures, methodologies and techniques needed to address cultural resources management issues as part of the NEPA process including the roles and responsibilities of state and federal agencies, the Section 106 consultation process, determinations of areas of potential effects, field surveys for identification and documentation of cultural resources, identification and evaluation of alternatives and design considerations, development of avoidance, minimization, mitigation and public involvement strategies, and preparation of commitment/compliance documentation.
4. Foster stronger relationships with our statewide communities as we strive to meet the transportation needs in the most effective and efficient manner possible.
5. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.

Learning Objectives

Upon successful completion of this course participants will:

1. List the basic requirements of laws, regulations, policies, and procedures governing cultural resources in transportation projects.
2. Apply practical insights for gathering accurate and legally sufficient information about cultural resources.

3. Prepare accurate and legally sufficient information about cultural resources.
4. Describe the roles and responsibilities of agency and consultant staff within the Section 106 consultation process, as well as other applicable regulatory requirements such as Section 4(f) of the Department of Transportation Act (DOTA), including the new *de minimis* guidelines.
5. Describe the Section 106 consultation process (informal and formal consultations with SHPO, tribes and other interested parties).
6. Define the identification/survey process for listing n the national register of Historic Places under Section 106.
7. Define effect, adverse effect and unavoidable adverse effect as well as avoiding or minimizing harm.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in planning, engineering, natural science, social science, or related field or relevant experience.
2. Successful completion of Introductory NEPA class to demonstrate a basic understanding of current regulations, processes and innovative approaches.
3. Handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions.

Ecological Fundamentals Training Curriculum

Intent of Course

This course will provide a baseline of knowledge and skills for front-line transportation practitioners to recognize the inter-relationships of land use and engineering to the ecology of an area and ecological concepts important to environmental mitigation for project delivery.

Goals

1. Describe the natural ecology of an area and fundamental relationships to project site selection, project development planning, project design and engineering, construction, operations, and maintenance.
2. Describe the relevancy of ecological concepts to environmental mitigation for transportation including avoiding impacts, assessment of impacts, minimization of impacts, and compensatory mitigation for unavoidable impacts.
3. Show a comprehension of the interrelationships and inter-dependencies between ecological components and the dynamics important to transportation projects and infrastructure.
4. Develop stronger relationships with our statewide communities as we strive to meet the transportation needs in the most effective and efficient manner possible.
5. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.

Learning Objectives

Upon successful completion of this course participants will be able to:

1. Use the methods and tools of ecological study and analysis, as they are relevant to project delivery and environmental mitigation.
2. Describe project case studies that demonstrate the relationship between the natural ecology of an area and a project site, project development planning, project design and engineering, construction, operations, and maintenance.
3. Apply knowledge of these relationships using skills with example projects, including project site selection.
4. Explain the basic concepts and definitions listed within the FHWA Environmental Competency Framework for “Natural Environment” (see Concepts and Terms list at end of this course write-up).
5. Describe the basic dynamics of ecology and their relevancy to transportation topics such as project schedule, drainage, constructability,

storm-water management, site selection, design, stream impacts, stream dynamics and stability, wetland impacts, environmental impacts, water quality, NPDES permits, etc.

6. Explain the basic interrelationships between slope, topography, soils and soil formation, geology, hydrology and drainage, wetlands, watersheds, weather and climate, vegetation/flora and fauna and habitat to transportation and land use.
7. Explain ecological stability and dynamics and their relationship to environmental impacts including interactions between land, water, and air.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in planning, engineering, natural science, social science, or related field, or relevant experience.
2. Skill in aspects of project delivery for transportation.
3. Basic understanding of environmental responsibilities in project delivery including NEPA and demonstrating knowledge of current laws and processes.
4. Skills in seeking out and applying FHWA policies and federal, state, and local environmental requirements for transportation projects.
5. Successful completion of Introductory Planning and NEPA Class, demonstrating an understanding of current regulations, processes and innovative approaches.

Threatened and Endangered Species Training Curriculum

Intent of Course

This course will provide a baseline of knowledge and skills for front-line transportation practitioners in the development and preparation of Threatened and Endangered Species studies and documentation required to ensure compliance with the National Environmental Policy Act (NEPA).

Goals

1. Relate an overview of federally listed (threatened and endangered) wildlife species and critical habitats.
2. Apply the Endangered Species Act of 1973 (ESA) with particular emphasis on the Section 7 ESA consultation process and interagency coordination, as well as other regulatory requirements.
3. Demonstrate an evaluation of the effects of transportation projects on threatened and endangered species and critical habitats.
4. Contribute to the knowledge and understanding of procedures, methodologies and techniques needed to address threatened and endangered species as part of the NEPA process.
5. Demonstrate sensitivity to the interests and needs of environmental resource agencies.

Learning Objectives

Upon successful completion of this course participants will be able to:

1. Discuss federally listed (threatened and endangered) wildlife species and critical habitats.
2. Relate the guidance, requirements and procedures pertaining to federally listed (threatened and endangered) species and critical habitats with emphasis on the ESA.
3. Define ESA terminology and prohibited acts under ESA.
4. Demonstrate knowledge and understanding of ESA requirements and procedures, particularly on the Section 7 consultation process and interagency coordination, roles and responsibilities of state and federal agencies, biological assessments/evaluations, and biological opinions.
5. Identify the available resource materials on requirements, procedures, guidelines, etc., related to threatened and endangered species.
6. Describe data sources, procedures and techniques that may be utilized to facilitate:

- Identification of potential threatened and endangered species and/or critical habitat involvement.
- Evaluation of the effects of transportation projects on threatened and endangered species and/or critical habitats.

7. Incorporate procedures and guidelines associated with off-site highway construction activities.
8. Synthesize the actions to be taken after a determination of threatened and endangered species and/or critical habitat involvement has been made.
9. Describe the basic components of a biological assessment.
10. Apply appropriate methodologies to prepare biological assessments (or evaluations) to allow the Federal Highway Administration to make a determination of effect.
11. Employ methodologies and strategies to avoid, minimize or mitigate impacts to threatened and endangered species and/or critical habitats.
12. Demonstrate an understanding of the types of environmental documentation required to comply with NEPA that pertain to threatened and endangered species and how to prepare these documents.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in biology, natural science, environmental studies, engineering, planning, social science or related field, or relevant experience.
2. Successful completion of Introductory Planning and NEPA Class, demonstrating an understanding of current regulations, processes and innovative approaches.
3. Successful completion of a basic public involvement training course or stakeholder involvement experience with both agencies and the public.
4. Good writing and communication skills.
5. Ability and experience in technical report writing and interpretation.
6. Familiarity with GIS and biological survey and/or assessment methodologies preferred.

Environmental Justice Training Curriculum

Intent of Course

This course will provide a baseline of knowledge and skills for front-line transportation practitioners in identification, evaluation and planning of environmental justice issues required to ensure compliance with Federal Highway Administration (FHWA) responsibilities under the National Environmental Policy Act (NEPA) and Executive Order 12898 as expanded upon in DOT Order to Address Environmental Justice in Minority Populations and Low-Income Populations .

Goals

1. Explain environmental justice issues in the project development process.
2. Demonstrate agency and consultant staff expertise to ensure a high level of competency and confidence in addressing environmental justice in the NEPA process.
3. Improve overall quality of transportation decision-making and supporting documents to ensure compliance with NEPA, legal sufficiency, and efficient transportation solutions.
4. Promote consistent and standardized approaches for development of analysis and supporting documents for environmental justice through the NEPA process.
5. Foster stronger relationships with our statewide communities as we strive to meet the transportation needs in the most effective and efficient manner possible.
6. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.

Learning Objectives

Upon successful completion of this course participants will be able to:

1. List the requirements of the legislation and guidance for environmental justice.
2. Describe the relationship of environmental justice and Title VI.
3. Define who is considered to be a "Minority" for purposes of environmental justice.
4. Define what is considered "Low-Income" for purposes of environmental justice.
5. Apply the three fundamental environmental justice principles:
   - To avoid, minimize, or mitigate disproportionately high and adverse human health or environmental effects, including social and economic effects, on minority populations and low-income populations.
   - To ensure the full and fair participation by all potentially affected communities in the transportation decision-making process.

- To prevent the denial of, reduction in, or significant delay in the receipt of benefits by minority populations and low-income populations.

6. Apply environmental justice in NEPA decision-making and document in a manner that is reader-friendly, approvable and functional in Environmental Impact Statements, Environmental Assessments, Categorical Exclusions, or Records of Decision.
7. Describe the function, importance and interrelationship of public Involvement, Community Impact Assessment (CIA) and environmental justice.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in engineering, planning, natural science, social science, related field or relevant experience.
2. Successful completion of Introductory Planning and NEPA class demonstrating an understanding of current regulations, processes and innovative approaches.
3. Must be able to write and communicate clearly with confidence. Requires the ability to negotiate and positively influence the decision-making process with ease.
4. Handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions.

Community Impact Assessment (CIA) Training Curriculum

Intent of Course

The intent of this course is to expand the knowledge and skills of front-line transportation practitioners in identification, evaluation and planning for community impact assessment (CIA) issues required to ensure compliance with Federal Highway Administration (FHWA) responsibilities under the National Environmental Policy Act (NEPA).

Goals

1. Create an overview of community impact assessment (CIA) in the project development process.
2. Demonstrate expertise of agency staff and consultants to ensure a high level of competency and confidence in assessing community impacts in the NEPA process.
3. Use consistent and standardized approaches for development of analysis and supporting documents for community impact assessment (CIA) through the NEPA process
4. Foster stronger relationships with our statewide communities as we strive to meet the transportation needs in the most effective and efficient manner possible.
5. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.

Objectives

Upon successful completion of this course participants will be able to:

1. Define Community Impact Assessment and its importance.
2. Identify the legal requirements and guidance for CIA.
3. Describe the role of CIA in the project development and decision-making process.
4. Describe the assessment process.
5. Develop a community profile and identify sources of data.
6. List considerations in analyzing community impacts.
7. Apply CIA in NEPA decision-making and document in a manner that is reader-friendly, approvable and functional in Environmental Impact Statements, Environmental Assessments, Categorical Exclusions, or Records of Decision.
8. Describe the function, importance and interrelationship of public Involvement, Community Impact Assessment (CIA), environmental justice and the NEPA process.

9. Perform document reviews that address CIA for technical detail and document quality.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in planning, engineering, natural science, social science, or related field or relevant experience.
2. Successful completion of Introductory NEPA class to demonstrate a basic understanding of current regulations, processes and innovative approaches.
3. Handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions

Transportation Air Quality Training Curriculum

Intent of Course

The Intent of this course is to create a basic understanding of transportation air pollution processes and requirements as they relate to developing environmental documents for U.S. DOT actions. The course provides basics on EPA's National Ambient Air Quality Standards, Attainment, Conformity, transportation air pollution sources, propagation, polices and requirements for NEPA documentation.

Goals

1. Build agency and consultant staff that understand the basics of transportation air pollution.
2. Instill a mindset of early and inclusive coordination with EPA Regional, FHWA Regional, FTA Regional, State Air Quality Agency, MPO and SHA air quality staffs.
3. Provide guidance on agency coordination.

Objectives

Upon successful completion of this course participants will be able to:

1. Describe the basics of transportation air pollution – sources, propagation, and mitigation.
2. List and describe legislation, regulations and policies on transportation air quality – NAAQS, Attainment, Maintenance, and Conformity.
3. Explain the role of the State Air Boards, MPOs, SHA, FHWA and FTA on projects.
4. Identify and be able to provide a basic description of transportation air pollution models – emission development and dispersion modeling methods.
5. Know how to summarize the transportation air pollution information required in a NEPA document.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in engineering, planning, natural science, social science, etc.
2. Read and interpret transportation plans, maps, meteorological data and traffic data for effective transportation air pollution modeling and mitigation recommendations.
3. Must be able to write and communicate clearly with confidence. Requires the ability to negotiate and positively influence the decision-making process with ease.
4. Define problems, collect data, establish facts and draw conclusions.
5. Interpret technical material.

Hazardous Materials Management Training Curriculum

Intent of Course

This course will provide a baseline of knowledge and skills for front-line transportation practitioners in identification, evaluation and planning for hazardous materials issues related to transportation projects, consistent with Federal Highway Administration (FHWA) guidance on Hazardous Waste and Brownfields, and applicable rules and regulations, including the Resource Conservation Recovery Act (RCRA) and the Comprehensive Environmental Response Compensation and Liability Act (CERCLA).

Goals

1. Minimize the potential for pollution of the environment, health and safety concerns, and project delays through the early identification of potential hazardous materials issues.
2. Prepare staff to conduct more effective initial site assessments for hazardous materials sites potentially affecting transportation projects, and to prepare the appropriate documentation of the findings.
3. Contribute to the understanding of procedures, methodologies and techniques needed to address hazardous materials issues in project development. Topics to be covered may include: understanding regulatory and legal issues; defining environmental site assessments; field surveys and identification of potential hazardous materials concerns; preparation of environmental and commitment/compliance documentation; and development of avoidance, minimization, and mitigation strategies.

Learning Objectives

Upon successful completion of this course participants will:

1. Incorporate the basic requirements of the laws, regulations, policies, and procedures related to hazardous materials in transportation projects.
2. Identify potential hazardous materials concerns and understand the potential implications for transportation projects.
3. Plan, organize and conduct site assessments for hazardous materials.
4. Prepare accurate documentation regarding hazardous materials management and initial site assessments.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in planning, engineering, natural science, social science, related field or relevant experience.
2. Successful completion of Introduction to NEPA course.

Scoping Training Curriculum

Intent of Course

This intent of this course is to expand the knowledge and skills of front-line transportation practitioners in scoping National Environmental Policy Act (NEPA) studies and documentation.

Goals

1. Show an understanding of the purpose and value of scoping throughout the NEPA process.
2. Create sensitivity to the needs of project stakeholders (agencies and the public).
3. Demonstrate knowledge of the requirements of scoping and the techniques for facilitating scoping.
4. Develop stronger relationships with our statewide communities as we strive to meet the transportation needs in the most effective and efficient manner possible.
5. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.

Learning Objectives

Upon successful completion of this course participants will be able to:

1. Describe the origin of scoping and scoping's purpose and characteristics as originally defined by the CEQ and as specified by the early coordination requirements of the FHWA.
2. Demonstrate a familiarity with the case law associated with scoping.
3. Name the potential public and agency stakeholders associated with the NEPA process and the objectives, knowledge base, and information needs and desires of different project stakeholders.
4. Identify how the concept of scoping is relevant at each step of the NEPA process.
5. Prepare a Notice of Intent (NOI).
6. Select and invite cooperating agencies.
7. Prepare a scoping information package and scoping results report.
8. Apply stakeholder involvement techniques to the unique objectives of scoping.
9. Apply results of scoping influence the content and focus of environmental documents.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in planning, engineering, natural science, social science, or related field or relevant experience.
2. Successful completion of Introductory NEPA class to demonstrate a basic understanding of current regulations, processes and innovative approaches.
3. Handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions.

Indirect and Cumulative Impact Analysis Training Curriculum

Intent of Course

The intent of this course is to expand the knowledge and skills of transportation practitioners in the development of Indirect and Cumulative Impact Analysis as part of environmental documentation to ensure compliance with the National Environmental Policy Act (NEPA).

Goals

1. Demonstrate expertise and competency of agency and consultant staff in developing Indirect and Cumulative Impact Analyses.
2. Use practical guidance for staff and consultants on impact assessment methodologies and data sources; successful scoping and public involvement strategies; and developing clear, complete documentation of analysis and conclusions.
3. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.

Objectives

Upon successful completion of this course participants will:

1. Define indirect and cumulative impact concepts, principles and terminology,
2. Demonstrate a knowledge and understanding of regulations, policies and procedures and technical guidance related to indirect and cumulative impacts and appropriate mitigation.
3. Demonstrate a knowledge and understanding of various impact assessment methodologies and data sources; their relative strengths and weaknesses in identifying impacts and assessing effects; and their appropriateness for utilization.
4. Apply appropriate methodologies to perform an indirect and cumulative impact analysis.
5. Create a scoping and public involvement strategy that contributes to a sound indirect and cumulative impact analysis.
6. Describe how to develop and provide clear, complete documentation of analysis and conclusions, including both beneficial and adverse effects.

Knowledge, Skills and Abilities, Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in planning, engineering, natural science, social science, or related field or relevant experience.
2. Successful completion of Introductory NEPA class to demonstrate a basic understanding of current regulations, processes and innovative approaches.
3. Handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions.

Context Sensitive Solutions Training Curriculum

Intent of Course

The intent of this course is to understand how to utilize Context Sensitive Solutions (CSS) in the National Environmental Policy Act (NEPA) and the project development processes. CSS is a collaborative, interdisciplinary approach that involves all stakeholders to develop a transportation facility that fits its physical setting and preserves scenic, aesthetic, historic and environmental resources, while maintaining safety and mobility.

Goals

1. Decribe the collaborative, interdisciplinary CSS approach to a transportation project (planning through construction stage) and its associated benefits.
2. Discuss the importance of achieving environmental sensitivity
3. Demonstrate the important correlation between using flexibility in applying industry design standards (e.g. AASHTO "Green Book") and maintaining safety standards.
4. Demonstrate that aesthetics and the incorporation of community values and themes are an integral part of a good design
5. Apply a CSS toolkit that includes teambuilding, communication, design flexibility, consensus building and public/stakeholder involvement techniques that are essential in project development process.
6. Describe the tools and techniques available to facilitate obtaining consensus amongst all the project's stakeholders, whether transportation professionals or laymen, for example, computer visualization, conflict resolution, communication and facilitation techniques.
7. Use sensitivity and openness to the ideas, viewpoints and needs of the public and project stakeholders as part of a collaborative decision making process.
8. Foster stronger relationships with our statewide communities as we strive to meet the transportation needs in the most effective and efficient manner possible.
9. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.

Objectives

Upon successful completion of this course participants will be able to:

1. Define CSS - its purpose and benefits.

2. Apply FHWA and AASHTO CSS policies and approaches to the project development process.
3. Understand how CSS can facilitate project development and NEPA decision-making.
4. Define project context and its importance.
5. Describe the characteristics of the CSS process that contribute to transportation design excellence.
6. Understand the flexibility within the AASHTO Green Book design criteria, including safety and risk management.
7. Demonstrate the use of CSS in the context if the NEPA process.
8. Develop a project approach that is functional, inclusive, interdisciplinary, collaborative, balanced and flexible.
9. Describe the role of CSS in interagency coordination and public involvement.

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in planning, engineering, natural science, social science, or related field or relevant experience.
2. Successful completion of Introductory NEPA class to demonstrate a basic understanding of current regulations, processes and innovative approaches.
3. Handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions.
4. Ability to read and interpret transportation plans, maps and data for effective decision-making regarding resources and highways.
5. Ability to handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions
6. Demonstrated skill in public and stakeholder involvement.
7. Willingness to think objectively, creatively and innovatively (”outside the box”).

Interdisciplinary Approaches to Integrate Environmental Disciplines Training Curriculum

Intent of Course

The intent of this course is to gain skills in implementing interdisciplinary approaches to integrate environmental disciplines into transportation project delivery.

Goals

1. Identify and use environmental, planning and engineering expertise as for an interdisciplinary approach to project delivery.
2. Identify skills to integrate environmental expertise, transportation planning and design and engineering.
3. Use interdisciplinary project team coordination to integrate work that fulfills environmental responsibilities and accomplishes project scope, schedule, and budget.
4. Use iterative interdisciplinary processes and integration of work to support project refinements.
5. Develop stronger relationships with our statewide communities as we strive to meet the transportation needs in the most effective and efficient manner possible.
6. Manage overall quality of transportation decision-making and supporting documents to ensure that projects comply with NEPA, are legally defensible, and provide efficient transportation solutions.

Learning Objectives

Upon successful completion of this course participants will be able to:

1. Define project needs and utilize NEPA scoping results to develop steps to integrate work across disciplines and utilize various environmental disciplines for project delivery.
2. Define options for interdisciplinary processes and integration of work within project delivery (such as project review meetings, distribution of project information for review and response, joint decision-making steps between team members or offices, interagency coordination, multi-agency participation, computer tools, etc).
3. Create an implementation plan for interdisciplinary processes to integrate project work across disciplines and offices to meet project needs for successful project delivery.
4. Apply mechanisms for interdisciplinary approaches and integration steps such as contracts, work assignments, scopes of work, interagency

coordination, multi-agency participation, etc. to accomplish project scope, schedule, and budget.

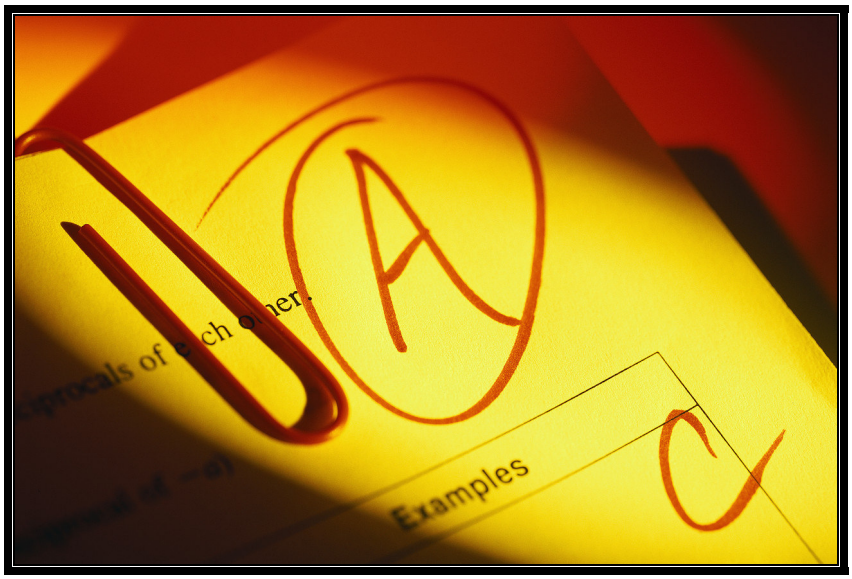
5. List and apply questions relevant to integration of work: What? Where? Who? When? Why? How? How much? How many?

Knowledge, Skills and Abilities Prerequisites

Each participant will be required to have minimum education, training and experience as listed below:

1. Degree in planning, engineering, natural science, social science, or related field or relevant experience.
2. Successful completion of Introductory NEPA class to demonstrate a basic understanding of current regulations, processes and innovative approaches.
3. Handle sensitive information from public, elected officials, and resource agencies while recommending effective transportation solutions.

Appendices



Appendix A Training Curriculum (KSA's)

- **List A - For Individuals to have a Solid Understanding of the NEPA Process**
- **List B - For Individuals to Write and Communicate Clearly and Concisely**
- **List C - For Individuals to Have a Working Knowledge of Other Areas**

Appendix B Course Evaluation Criteria

Appendix C Training Course Evaluation Matrix

Appendix D Training Courses Offered by:

- **D1- Federal Agencies**
- **D2- State Agencies**
- **D3- Private**
- **D4- Non-Profit**
- **D5- Academic**

Appendix B:
Course Evaluation Criteria

Planning 101	
Process	Course discusses the role of NEPA in the greater transportation planning process, and when planners should begin to think about NEPA.
System Considerations	Course discusses the importance of viewing the system as a whole when evaluating the need for transportation improvements.
Coordination	Course discusses the importance of interagency coordination when evaluating the need for transportation improvements.
Project Development	Course discusses basic elements of the project development process, such as design, ROW and construction.

NEPA 101	
History	Course describes origin, historical development, and legislative structure of NEPA.
Purpose	Course defines purpose and goals of NEPA.
Key Elements	Course explains key elements of NEPA (Alternatives, Impacts, Mitigation, Public Involvement, Interagency Coordination, Documentation).
Roles	Course describes roles and responsibilities of federal, state and local government agencies, as well as other relevant stakeholders and the public.
Process	Course clearly defines NEPA actions in a stepwise manner.
Relationship	Course explains the relationship among various elements of NEPA and how they influence each other.

Clear Environmental Writing	
Audience	Course teaches how to tailor documents to stakeholder needs (e.g., types of information).
Storytelling	Course teaches concept of telling a story with environmental documents and demonstrates techniques.
Organization	Course demonstrates logical document organization.
Content	Course explains appropriate and required content matter for environmental documents.
Detail	Course discusses appropriate length and detail of environmental documents
Other	Course provides writing tips or guidance specifically related to environmental documents, including: font sizes, typeface, paragraph style, readability, and brevity.

Project Management	
Scope	Course explains how to develop a project scope and demonstrates how to use scope to maintain project control.
Schedule	Course describes elements of project schedule and demonstrates development and use of schedule.

Appendix B:
Course Evaluation Criteria

Budget	Course explains components of a budget, how to develop the budget based on the scope and the schedule, and how to use the budget as a basis for project control.
Evaluation	Course discusses the importance of project monitoring and demonstrates development of an evaluation plan.
Streamlining	Course discusses project management in the context of NEPA projects or as a tool to streamline the NEPA process.

Communication

Conflict Resolution	Course teaches conflict resolution strategies, how to identify conflict, and when to employ strategies.
Negotiation	Course discusses negotiation strategies and tactics.
Project Development	Course demonstrates how communication and conflict resolution skills can be used to make better decisions within the project development process.
Streamlining	Course discusses how communication and conflict resolution skills can be used to streamline NEPA and/or project planning and development.

Interdisciplinary Approach

Purpose	Course describes the purpose and importance of using an interdisciplinary approach in NEPA analyses.
Techniques	Course discusses various techniques to achieve an interdisciplinary approach.
Roles	Course discusses roles and responsibilities of various stakeholders and agencies.
Documentation	Course describes how an interdisciplinary approach can contribute to clear and complete environmental documents.

Public Involvement

Stakeholders	Course demonstrates how to identify key stakeholders.
Plan	Course describes public involvement techniques or demonstrates how to develop a Public Involvement Plan and defines key elements (Goals & Objectives, Stakeholders & Public Groups, Outreach Techniques, Schedule, Evaluation, Revision and Documentation).
Regulations	Course provides guidance on regulatory requirements related to planning and public involvement.
Integration	Course describes relationship between public involvement and planning, project development, and/or the various stages of NEPA.

Community Impacts

CIA	Course explains the purpose and components of a Community Impact Assessment (Project Definition, Community Profile, Impact Analysis, Solutions, Public Involvement).

Appendix B:
Course Evaluation Criteria

CIA Documentation	Course demonstrates clear and complete documentation of CIA findings.

Environmental Justice (EJ)

Overview	Course defines key terms related to EJ, teaches how to identify minority and low-income populations, and provides a general overview of EJ impact analysis under NEPA.
Regulations	Course discusses applicable federal, state and local regulations related to Environmental Justice (e.g., Civil Rights Act, Federal Aid Highway Act, Presidential E.O. 12898).
Documentation	Course explains appropriate documentation of EJ impacts under NEPA.
Integration	Course demonstrates how to incorporate EJ principles into the NEPA process and the development of a Public Involvement Plan or Community Impact Assessment.

Context Sensitive Solutions

Elements	Course discusses key elements of CSS (Stakeholders, Continuous and early communication, Multidisciplinary team, Consensus on project scope, Commitment from agency and local officials) .
Process	Course describes the role of CSS in each step of NEPA or project planning and development.
Context	Course demonstrates how NEPA or project planning/development can be tailored to a project's larger context, including landscape, community, and valued resources.
Documentation	Course demonstrates how CSS can influence the content and focus of environmental documents.

Purpose and Need

Purpose	Course describes the purpose and importance of P&N (e.g., why the agency is proposing to spend taxpayers' money on the proposed project).
Key Elements	Course explains the key elements and/or appropriate documentation of P&N (e.g., Project Status, Capacity, System Linkage, Transportation Demand, Relevant Legislation, Economic Development, Social Demands, and Safety and Roadway Deficiencies).
Fluidity	Course describes the importance of updating the P&N throughout the project development process.
Alternatives	Course describes how the P&N section guides the analysis and selection of alternatives

Scoping

Purpose	Course defines the purpose of scoping.
Elements	Course defines the key characteristics of the scoping process.
Stakeholders	Course describes the role and importance of stakeholders in the scoping process, including "cooperating" and "participating" agencies.
Notice of Intent	Course demonstrates how to prepare a clear and complete NOI.

Appendix B:
Course Evaluation Criteria

Documentation	Course describes how scoping shapes environmental documents, and how to prepare scoping process documentation.
Challenges	Course discusses the challenges of the scoping process and suggests tools to overcome these challenges.

Design, Traffic, and Right-of-Way for Non-Engineers

Principles	Course presents basic terms, criteria, procedures, and products associated with traffic planning and engineering, roadway design, structural design, geology and soils, capital cost estimates, and right-of-way acquisition for non-engineers
Alternatives	Course discusses the relationship between engineering and elements of the NEPA process, such as alternatives development.

Section 4(f)

Principles	Course provides guidance on regulatory requirements and methodologies necessary to evaluate the effects of transportation projects on cultural resources.
Documentation	Course describes key elements that should be included in Section 4(f) documentation (Project Description, Proposed Actions, Description of 4(f) resource, Alternatives, Impacts, Mitigation Measures, and Coordination Activities).
Document Organization	Course demonstrates how to prepare a clear, concise and organized Section 4(f) document (required sections: Determination of Applicability, Coordination Efforts and Results, Avoidance Alternatives Analysis, Measures to Minimize Harm).
Related Regulations	Course discusses other relevant regulations, how they are related to Section 4(f), and how they affect Section 4(f) documentation (Section 6(f) and Section 106).

Air Quality

Principles	Course defines key terms and principles related to air quality analysis (e.g., conformity, state implementation plans).
Documentation	Course explains appropriate documentation of air quality analysis based on project type (e.g., discipline report, technical memo) and required elements of documentation.
Conformity	Course discusses relationship between conformity and NEPA (i.e., if a project does not conform, a final environmental document cannot be approved).
Regulations	Course discusses federal, state and local regulations related to air quality analysis (e.g., Clean Air Act, National Ambient Air Quality Standards).

Water Quality

Appendix B:
Course Evaluation Criteria

Principles	Course defines key terms and principles related to water quality (e.g., contaminant, turbidity, watershed).
Documentation	Course explains appropriate documentation of water quality analysis and discusses appropriate level of effort based on project type.
Regulations	Course discusses applicable federal, state and local regulations related to water quality (e.g., Clean Water Act, Coastal Zone Management Act).

Threatened and Endangered Species

Principles	Course defines key terms and principles related to wildlife, fish and vegetation (e.g., candidate species, critical habitat, incidental take).
Documentation	Course explains appropriate documentation of impacts to threatened and endangered species.
Regulations	Course discusses applicable federal, state and local regulations related to species protection (e.g., Endangered Species Act, Marine Mammal Protection Act).

Wetlands

Principles	Course defines key terms and principles related to wetland protection (e.g., hydrology, indicator, mitigation bank).
Documentation	Course explains appropriate documentation of wetland impacts under NEPA.
Regulations	Course discusses applicable federal, state and local regulations related to wetland protection (e.g., Clean Water Act, U.S. DOT's Preservation of the Nation's Wetlands Order).

Noise

Principles	Course defines key terms and principles related to noise (e.g., abatement, barrier, existing noise level).
Documentation	Course explains appropriate documentation of noise impacts under NEPA.
Regulations	Course discusses applicable federal, state and local regulations related to noise (e.g., Federal Noise Control Act).

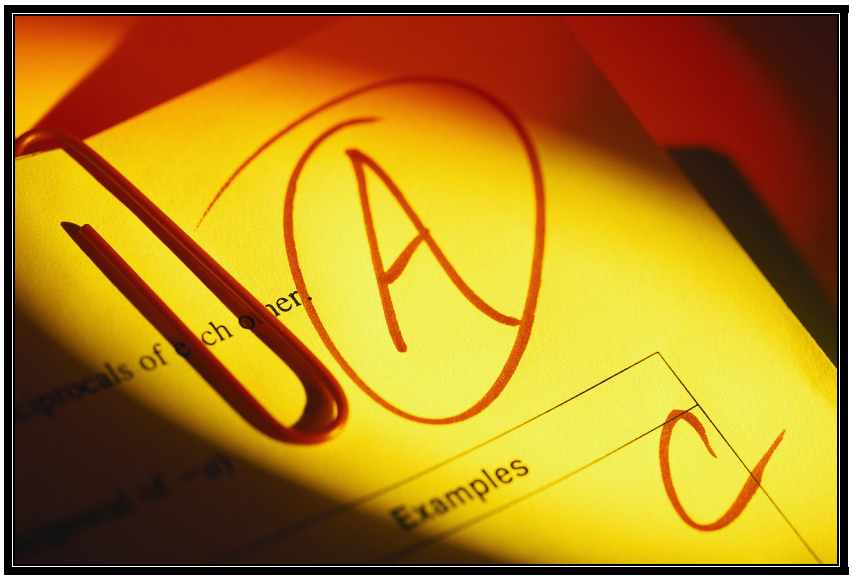
Hazardous Materials

Principles	Course defines key terms and principles related to hazardous materials assessments (e.g., hazardous substance, solid waste).
Documentation	Course explains appropriate documentation of hazardous materials assessments under NEPA.
Regulations	Course discusses applicable federal, state and local regulations related to hazardous materials assessments (e.g., CERCLA, Resource Conservation and Recovery Act).

Appendix B:
Course Evaluation Criteria

Indirect & Cumulative Impacts	
Principles	Course defines key terms and principles related to Indirect and Cumulative Impacts.
Methodologies	Course explains basic impact assessment methodologies and their appropriate use.
Documentation	Course demonstrates how to clearly and completely document indirect and cumulative impacts.

Appendices



Appendix A Training Curriculum (KSA's)

- **List A - For Individuals to have a Solid Understanding of the NEPA Process**
- **List B - For Individuals to Write and Communicate Clearly and Concisely**
- **List C - For Individuals to Have a Working Knowledge of Other Areas**

Appendix B Course Evaluation Criteria

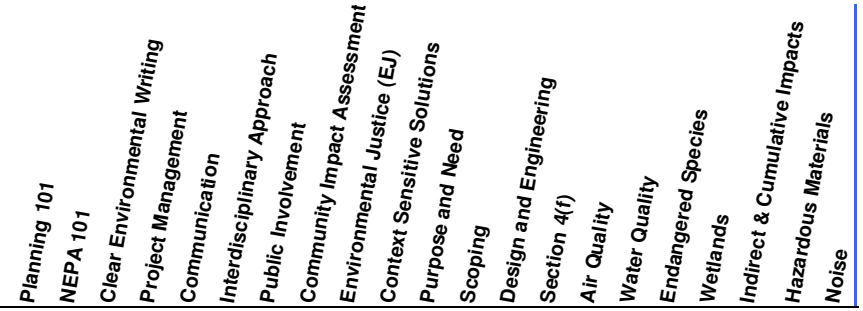
Appendix C Training Course Evaluation Matrix

Appendix D Training Courses Offered by:

- **D1- Federal Agencies**
- **D2- State Agencies**
- **D3- Private**
- **D4- Non-Profit**
- **D5- Academic**

Appendix C: Training Course Evaluations

Legend	
	75 - 100% Criteria Fulfilled
	25 - 75% Criteria Fulfilled
	0 - 25% Criteria Fulfilled
	Not Applicable



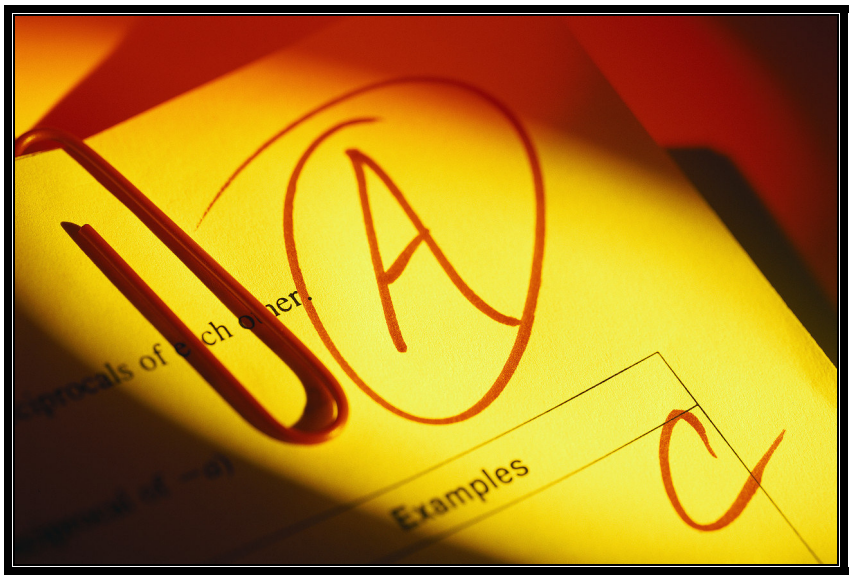
Sponsoring Insitution	Course Title
NEPA Overview Courses	
Alaska DOT	Environmental Procedures for Federal Aid Programs in AK
American Law Institute/American Bar Association	Environmental Impact Assessment
CLE, International	NEPA: Your Definitive & Practical Guide
Environmental Planning Strategies	Powerful Planning Using NEPA
Environmental Training & Consulting, Inc	Essentials for NEPA Practitioners
Environmental Training & Consulting, Inc	Facilitating the NEPA Process
FHWA National Highway Institute	Linking Planning & NEPA
FHWA National Highway Institute	NEPA and the Transportation Decision Making Process
Indiana DOT	Indiana & the Transportation Decisionmaking Process
Ohio DOT	NEPA Training Course
Shipley Group	How to Manage the NEPA Process & Write Effective Documents
Shipley Group	Overview of the NEPA Process
Shipley Group	Transportation NEPA
SWCA	Comprehensive NEPA
Tetra Tech	NEPA Workshop
Targeted NEPA Courses	
Arizona DOT	Developing the Purpose & Need for NEPA Documents
Duke Environmental Leadership Program	Accounting for Cumulative Effects in the NEPA Process
Duke Environmental Leadership Program	Making the NEPA Process More Efficient: Scoping & Public Participation
Environmental Planning Strategies	Conducting Quality Cumulative Impact Analysis under NEPA
Environmental Planning Strategies	Powerful Planning Focusing on Purpose & Need
Environmental Training & Consulting, Inc	Assessing Cumulative Impacts
Environmental Training & Consulting, Inc	Integrating NEPA & Section 106
Environmental Training & Consulting, Inc	NEPA Analysis: EAs with FOCUS
Environmental Training & Consulting, Inc	Positive Public Involvement
Environmental Training & Consulting, Inc	US ACE Environmental Writing Course
FHWA	Making Sense of Indirect & Cumulative Impacts
FHWA National Highway Institute	Fundamentals of Environmental Justice
FHWA National Highway/Transit Institute	Metropolitan Transportation Planning Process
FHWA National Transit Institute	Alternatives Analysis
FTA National Transit Institute	Public Involvement in Transportation Decision-Making
Kentucky Transit Center	Context Sensitive Solutions
Maryland DOT	MD SHA Secondary & Cumulative Effects Analysis Guidelines
National Preservation Institute	Conflict Resolution & Negotiation Tools for Cultural & Natural Resource
National Preservation Institute	Integrating Cultural Resources in NEPA Compliance
Northwestern University	Context Sensitive Solutions

Ohio DOT	Categorical Exclusion Training																						
Ohio DOT	Purpose and Need Training																						
Shipley Group	Clear Writing for NEPA Specialists																						
Shipley Group	Cumulative impact Analysis & Documentation																						
Shipley Group	Environmental Conflict Negotiation																						
Shipley Group	NEPA Writing Workshop																						
Shipley Group	Public Response & Content Analysis Management																						
Shipley Group	Team Building for NEPA Specialists																						
Shipley Group	Technical Writing for Environmental Specialists																						
SWCA	NEPA Project Management																						
SWCA	The Cultural Side of NEPA																						
Tetra Tech	NEPA: Cumulative Impact Assessment																						
Tetra Tech	NEPA: Effective Community Outreach																						
TRB National Cooperative Highway Research Pr	Guidance for Estimating the Indirect Effects of Proposed Transportatio																						
UC Berkeley (ITS)	Developing Context Sensitive Solutions for California																						
UCDavis	Interest Based Negotiation for Planners and Resource Managers																						
University of Minnesota	Context Sensitive Design for Local Governments																						
University of Minnesota	Overcoming Roadblocks to Project Excellence Workshop																						
Washington DOT	A Model for Conducting Environmental Justice Analysis																						

Resource Specific Courses

American Law Institute/American Bar Association	Clean Water Act																						
American Law Institute/American Bar Association	Historic Preservation Law																						
American Law Institute/American Bar Association	Wetlands Law and Regulation																						
Arizona DOT	Wetlands Training																						
FHWA National Highway Institute	The Implications of Air Quality Planning for Transportation																						
National Preservation Institute	Consultation & Protection of Native American Sacred Lands																						
National Preservation Institute	Section 106: A Review for Experienced Practitioners																						
National Preservation Institute	Section 106: An Introduction																						
National Preservation Institute	Section 4(f) Compliance for Transportation Projects																						
Ohio DOT	Cultural 106 Training																						
Ohio DOT	Ecological Training																						
Ohio DOT	Section 4(f) Training																						
Shipley Group	Endangered Species Act Overview																						

Appendices



Appendix A Training Curriculum (KSA's)
- **List A - For Individuals to have a Solid Understanding of the NEPA Process**
- **List B - For Individuals to Write and Communicate Clearly and Concisely**
- **List C - For Individuals to Have a Working Knowledge of Other Areas**

Appendix B Course Evaluation Criteria

Appendix C Training Course Evaluation Matrix

Appendix D Training Courses Offered by:
- **D1- Federal Agencies**
- **D2- State Agencies**
- **D3- Private**
- **D4- Non-Profit**
- **D5- Academic**

FEDERAL COURSES

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Advisory Council on Historic Preservation (ACHP)	*Introduction to Section 106 Review Course*	The Advisory Council on Historic Preservation offers 10 sessions of Introduction to Section 106 Review in 10 locations nationwide. This two-day introductory course helps participants understand how Section 106 of the National Historic Preservation Act protects historic properties. ACHP co-sponsors the course with the University of Nevada-Reno, as part of the University's award-winning program of continuing education short courses in Heritage Resources Management.	Federal, State, local, and tribal officials who encounter preservation-related law in their jobs; Project sponsors receiving Federal grants; Employees of private firms and organizations whose activities may be reviewed under Section 106 because of a Federal permit, license, loan, or other assistance; Members of community groups concerned with historic preservation; and Historic preservation contractors and others whose work in architecture, engineering, archeology, history, anthropology, or environmental issues brings them into contact with Federal preservation law.		http://www.achp.gov/introductory.html	Deferred
Army Logistics Management College	*National Environmental Policy Act Implementation Course*	The scope includes the DOD environmental program; environmental laws, regulations, and policies; and the preparation and evaluation of environmental documents.	Nominees should be military or civilian personnel who must access the environmental impacts of proposed projects, training exercises, or other actions, and who must prepare or review environmental documents; or as proponents of actions, provide input for their preparation		Army Logistics Management College Fort Lee, VA 23801 (804)765-4965 POC: Mr. Grisham, DSN 539-4731	No Response

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Arthur Carhart National Wilderness Training Center (BLM, NPS, FWS, USFS)	*Wilderness Site Restoration - Eastern Wilderness Areas*	Upon completion of this 5 day, interagency session, participants will be able to: 1) describe techniques for defining the problem and determining the best management solutions to impacted sites; 2) plan and implement interdisciplinary, science based restoration and revegetation projects. Focus is on restoring small sites in various ecosystems impacted primarily by recreation.	Wilderness Managers and Resource Specialists and anyone involved in wilderness restoration.	**Free of charge.** 5 day workshop (Monday May 3, 2004-Friday May 7, 2004). Luray, VA		Course outdated; may not be offered again.
Arthur Carhart National Wilderness Training Center (BLM, NPS, FWS, USFS)	*Wilderness Site Restoration - Western Wilderness Areas*	Upon completion of this 5 day, interagency session, participants will be able to: 1) describe techniques for defining the problem and determining the best management solutions to impacted sites; 2) plan and implement interdisciplinary, science based restoration and revegetation projects. Focus is on restoring small sites in various ecosystems impacted primarily by recreation.	Wilderness Managers and Resource Specialists and anyone involved in wilderness restoration.	**Free of charge.** 5 day workshop (Monday July 12, 2004-Friday July 16, 2004). Durango, CO		Course outdated; may not be offered again.
Arthur Carhart National Wilderness Training Center (BLM, NPS, FWS, USFS)	*Wilderness Stewardship - National Course*	Upon completion of this 5-7 day, interagency session, participants will be able to: 1) interpret and discuss the 1964 Wilderness Act, agency policies and wilderness values envisioned by Congress and wilderness leaders; 2) distinguish the changing political trends affecting wilderness management; 3) identify and apply wilderness management principles to specific management challenges within political realities; 4) describe personal wilderness values; 5) demonstrate commitment to excellent wilderness management and sound decision-making.	Senior-level decision makers (National course), field-level decision makers & key staff (Regional course).	**Free of charge.** 5-7 day workshop (Thursday June 24, 2004-Thursday July 1, 2004). Seeley Lake, MT		Course still under development

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Arthur Carhart National Wilderness Training Center (BLM, NPS, FWS, USFS)	*Wilderness Stewardship - Regional Course*	Upon completion of this 5-7 day, interagency session, participants will be able to: 1) interpret and discuss the 1964 Wilderness Act, agency policies and wilderness values envisioned by Congress and wilderness leaders; 2) distinguish the changing political trends affecting wilderness management; 3) identify and apply wilderness management principles to specific management challenges within political realities; 4) describe personal wilderness values; 5) demonstrate commitment to excellent wilderness management and sound decision-making.	Senior-level decision makers (National course), field-level decision makers & key staff (Regional course).	**Free of charge.** 5 day workshop (Monday September 13, 2004-Friday September 17, 2004). Crane Lake, MN		Materials en route
Arthur Carhart National Wilderness Training Center (managed by BLM, NPS, FWS, USFS)	*Natural Resources Monitoring in Wilderness*	Upon completion of this 5 day, interagency session, participants will be able to: 1) describe the role of natural resources monitoring and management in Wilderness stewardship; 2) incorporate greater standardization among agencies and across regions in Wilderness natural resources stewardship; 3) incorporate Wilderness stewardship objectives in natural resources management plans and project proposals; 4) demonstrate field techniques most appropriate for conducting natural resources monitoring and management in Wilderness areas.	Natural resource managers and staff, wilderness and backcountry managers, rangers and biotech.	**Free of charge.** 5 day workshop (Monday March 15, 2004-Friday March 19, 2004). Tucson, AZ		Course still under development
BLM's National Training Center (NTC)	*NEPA Screening Process*	Introduction to NEPA, Determining the adequate level of documentation for a given project, Familiarization with the five categories that can affect a proposed action.	Designed for those who are involved in the management or use of the public lands who have little or no NEPA experience. May serve as a refresher for managers, program leads, or more experienced resource specialists.	Free to registered users+E33. About two hours to complete the self-paced course.		Awaiting response

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
BLM's NTC	*NEPA Analysis (EA Focus)*	Preparing defensible environmental assessments (EAs) in the BLM. This hands-on course covers an overview of the NEPA process, determining appropriate level of analysis, writing EAs using streamlining techniques, proper documentation, integrating other laws, mitigation and monitoring.	Not listed on website.	Free to registered users. Three Days. As of 1.23.2004, courses were listed in WY, CO, ID, OR, AZ, NM.		Awaiting response
BLM's NTC	*NEPA Compliance for BLM Managers*	Purpose, policy, and mandates of NEPA; support and management for NEPA compliance; Applying NEPA processes, screening, and documentation requirements; Costs for NEPA compliance, anticipated savings, and customer service.	State management teams, field managers, program leads.	Free to registered users (any government employees can register). Two hours. Location TBD.		Awaiting response
EPA, National Enforcement Training Institute (NETI)	*NEPA / 309 Review*	Provides information and skills necessary to prepare and review environmental assessments and environmental impact statements as mandated by the National Environmental Policy Act (NEPA) and EPAs review and comment mandate under Section 309 of the Clean Air Act.	Federal Employees, State Employees, Local Government Employ	All NETI courses are free of charge. Three Days. Classroom based. Last offered in DC (12/2003)		Awaiting response

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
EPA's Air Pollution Training Institute (APTI)	Courses on permitting and modeling may be particularly relevant for transportation decision makers.	APTI offers a variety of training opportunities for air pollution professionals in classroom, web-based, telecourse, and self-instructional course formats. APTI also supports State, local and Tribal programs through special course and workshop offerings and through the development of internal training programs. The curriculum of APTI can be divided into eight categories of courses: general and administrative, ambient monitoring, engineering, meteorology and modeling, compliance, air toxics, inventory and permitting. On an annual basis, APTI currently provides training for about 20,000 air pollution specialists in various parts of the country.		http://www.epa.gov/oar/oaqps/eog/apti.html The three-month telecourse schedule is available at http://www.epa.gov/oar/oaqps/eog/schedule.html.		Awaiting response

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
EPA's NETI	*Cumulative Impacts Assessment*	This 3-day course, designed for NEPA practitioners, provides the principles/practices for effectively incorporating cumulative effects considerations/assessments as an integral part of the National Environmental Policy Act (NEPA) process. Cumulative effects is defined as impacts on the environment which result from the incremental effects of the proposed action being analyzed when added to other past, present and reasonably foreseeable actions in the vicinity of the proposed action, regardless of what agency (federal or non-federal) or individual undertakes such other actions. The course emphasizes practical processes for preparing/reviewing NEPA documents; and addresses the legal context for cumulative effects assessments, and technical issues such as impacts on threatened or endangered species, wetlands, national historic preservation activities, environmental justice communities, etc. The course focuses on Council on Environmental Quality's 11-step procedure and EPA's guidance on incorporating cumulative effects analysis in the NEPA decision making process; and effective tools and processes for co	Federal Employees		Arthur Totten totten.arthur@epa.gov 202-564-7164	Awaiting response
EPA's NETI	*Fundamentals of Environmental Justice Workshop*	Explores the origins of the Environmental Justice Movement, perceptions and definitions of environmental justice, laws pertaining to environmental justice, and provides an overview of Geographic Information Systems ("GIS") and other analytical tools helpful in understanding the issues.	Federal Employees, State Employees, Local Government Employees, Tribal Employees. State, Local, Tribal, Academia and Grass-Roots organizations and Non-Governmental Organizations are welcome to participate in this workshop also.	All NETI courses are free of charge. 2 days. Classroom-based. Limited to 26 participants). Nine courses were offered in the Fall of 2003 in Atlanta and DC.		Awaiting response

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
EPA's NETI	*Introduction to Water Quality Assessments*	Focuses on basic water quality monitoring techniques and field monitoring procedures. Subject areas include sampling procedures for surface water, benthic macroinvertebrates, and fish. Also covered in the course are approaches for stream flow, sediment oxygen demand, reaeration, and community metabolism.	Federal Employees, State Employees, Local Government Employees, Tribal Employees, Technical Experts, Inspectors	All NETI courses are free of charge. 2.5 days. Classroom based. (50 participants max.) Last offered in Athens, GA (1/2004).		Awaiting response
EPA's NETI	*Principals of Environmental Compliance and Enforcement*	This 3-day interactive facilitated course for government officials and representatives from academic, industrial, environmental and other non-government organizations provides fundamental principles for designing and implementing effective compliance strategies and enforcement in a variety of governments and cultures.	Attorneys, Technical Experts, Inspectors, Investigators		Davis Jones jones.davis@epa.gov 202-564-6035	Awaiting response
FHWA	*Community Impact Assessment Workshop*	A community impact assessment is the process of evaluating the effects of transportation actions on communities and community members' quality of life. The focus is on the early and continuous gathering and evaluation of information from the community and other sources. This information on the human environment is used in the transportation decision-making process — from project inception in planning, continuing into the project development and environmental studies phases, and through construction, operation and maintenance.	Not Listed	Not Listed	F. Yates Oppermann (303)757-9497; http://www.dot.state.co.us/environmental/Workshop/CIAworkshop.asp	No Response

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
FHWA	*Making Sense of Indirect and Cumulative Impacts*	This course is designed to highlight the analysis of indirect and cumulative impacts of transportation projects. The workshop reviews NEPA requirements, covers basic definitions and principles of analysis. The workshop defines different types of effects and the component activities that give rise to them.	The course is offered to FHWA divisions and their transportation and resource agency partners.	2 days; Free	Lamar Smith; (202) 366-8994	Power Point Slides

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
FHWA NHI	*Linking Planning and NEPA: Towards Streamlined Decision-Making (Executive Session)*	Upon completion of the Executive Session, participants will be able to: Discuss the case for linking planning and the NEPA process by identifying the breakdown points within their current processes; Identify the benefits that a seamless decision-making process would bring to their organizations and their respective stakeholders; Distinguish the pertinent enablers and constraints that need to be addressed in order to link planning and NEPA; Formulate the key issues, tools, strategies, and "must do's" that are essential to accomplish the link within their respective organizations; Empower their managers to implement the decisions and agreements reached in this session.	This course is limited to representatives of the host State only. Every effort must be made to include key Federal, State, and other managers with relevant responsibilities for particular geographic areas because a transportation agency cannot independently change the way that planning and the NEPA process are used to make decisions. Specifically, this course is for staff from: Transportation agencies: the Federal Highway Administration (FHWA), the Federal Transit Administration (FTA), State departments of transportation (DOTs), metropolitan planning organizations (MPOs), transit agencies, State/county/local planning agencies, and tribal governments. Environmental resource agencies: the Environmental Protection Agency, the Army Corps of Engineers, the Fish and Wildlife Service, National Park Service, State departments of environmental resources, State and local air quality agencies, State historic preservation office, and tribal governments. The executive session is aimed at upper-level managers and directors – from both planning and resource agencies -	3 Days; $30,000	Rob Ritter (202) 493-2139 Email:robert.ritter@fhwa.dot.gov	Power Point Slides

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
FHWA NHI	*Linking Planning and NEPA: Towards Streamlined Decision-Making (Manager's Workshop)*	Upon completion of the Managers Workshop, participants will be able to: Describe their planning and project development process, identifying the series of decisions that occur within the process and the important linkages between phases of the process; Identify barriers to collaboration and describe techniques that other organizations use to overcome similar barriers and avoid duplication between planning and NEPA; Explain the changing nature of alternatives at various points within their process and describe the kinds of information needed for sound and sustainable decision making at each phase; Adopt a set of basic planning principles that support a sound analysis of alternatives and guide staff in the use of these principles to inform decision making; Accept environmental stewardship as a legitimate and beneficial goal for transportation agencies and explain how this goal will be manifested in their process; Manage a multifaceted, seamless, and linked planning and project development process; Develop an action plan for linking planning and the NEPA process into a se	This course is limited to representatives of the host State only. Every effort must be made to include key Federal, State, and other managers with relevant responsibilities for particular geographic areas because a transportation agency cannot independently change the way that planning and the NEPA process are used to make decisions. Specifically, this course is for staff from: Transportation agencies: the Federal Highway Administration (FHWA), the Federal Transit Administration (FTA), State departments of transportation (DOTs), metropolitan planning organizations (MPOs), transit agencies, State/county/local planning agencies, and tribal governments. Environmental resource agencies: the Environmental Protection Agency, the Army Corps of Engineers, the Fish and Wildlife Service, National Park Service,	3 Days; $30,000	Rob Ritter (202) 493-2139 Email:robert.ritter@fhwa.dot.gov	Power Point Slides

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
FHWA's National Highway Institute (NHI)	*NEPA and Transportation Decision-making*	Upon completion of the course, participants will be able to use the NEPA principles in the development of transportation projects; use the NEPA umbrella concept in transportation decision making; explain the roles and responsibilities of participants in the NEPA process; employ a reasoned, collaborative process when developing and evaluating alternatives; practice balancing an array of interests and values in making transportation decisions; list the milestones in transportation planning that link to NEPA project development process; describe documentation requirements of NEPA process; and employ environmental streamlining concepts of leadership, stewardship, and conflict resolution in managing the NEPA process.	FHWA, State DOT (including consultants acting on behalf of the State), Federal and State environmental resource agencies, local government and MPOs who participate in the transportation decision making process. We strongly encourage the hosting organization to invite a mix of planning and environmental staff from these agencies.	$ 400 Per Participant, 1.8 units. 3 Days. Location not listed.		Course Manual, Power Point Slides, Instructor's Notes
FHWA's NHI	*Applying Spatial Data Technologies to Transportation*	Upon completion of the course, participants will be able to recognize emerging/current spatial data technologies; list the technologies, as well as the benefits and limitations of each; benchmark the trends in terms of high, medium and low risk for implementation; list why a transportation planner would want to apply the technology; describe specific examples of applications utilizing spatial data technologies in transportation planning; identify common obstacles when implementing each technology; recognize the value of cooperative efforts - both internal and external - when implementing the technologies.	Participants should have a basic understanding of Geographic Information Systems (GIS) or have completed NHI Course 151029, Applications of GIS for Transportation. Various professional users of spatial data technologies from State departments of transportation, Metropolitan Planning Organizations, County/City governments; professional staff from State/Federal agencies that have cooperative efforts with other agencies such as environmental data warehouses; transit agencies; Airport/Port authorities; consultants.	No scheduled sessions and no cost or location information currently listed on course webpage.		Materials en route

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
FHWA's NHI	*Fundamentals of Title VI/Environmental Justice*	Upon completion of the course, participants will be able to define Environmental Justice and describe its relationship to Title VI of the Civil Rights Act of 1964; explain the fundamental principles of Environmental Justice; apply the principles of Environmental Justice to transportation decisions; identify how Environmental Justice applies to every stage of transportation decision making; describe the benefits of Environmental Justice in transportation decision making; develop proactive strategies, methods and techniques to implement Environmental Justice in transportation programs and projects.	Federal, State and local transportation agency transit or planning personnel (including consultants acting on their behalf) who interact with minority and low-income communities. State and local agency personnel providing community services. Elected officials and their representatives.	$ 270 Per Participant. 2 Days, 1.2 units. No scheduled sessions currently listed	Danielle Mathis-Lee (703) 235-0528 Email:danielle.mathis-lee@fhwa.dot.gov	Course Manual
FHWA's NHI	*Implications of Air Quality Planning for Transportation*	Upon completion of the course, participants will be able to explain to agency officials, elected officials and others why clean air requirements exist; identify key federal laws, regulations and policies related to transportation-air quality planning activities; describe how vehicle emission budgets and transportation control strategies are developed and their relationship to the SIP; identify agency conformity responsibilities, and explain how key conformity objectives relate to other transportation-air quality planning processes; describe key components of the transportation planning and project development processes related to air quality planning; and describe how stakeholder interactions affect air quality and transportation planning.	The course is intended for transportation and air quality planners and engineers from State and local departments of transportation (DOT), metropolitan transportation organizations (MPO), transit agencies, Federal agencies, and State and local environmental agencies. Others include transportation and environmental consultants, public officials and staff members, community and interest groups, as well as other stakeholders in the planning process.	$ 400 Per Participant. 3 days, 1.8 units. No scheduled sessions currently listed.	Danielle Mathis-Lee (703) 235-0528 Email:danielle.mathis-lee@fhwa.dot.gov	Course Manual

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
FHWA's NHI	*Public Involvement in the Transportation Decision-Making Process*	Upon completion of the course, participants will be able to identify key decision points where the public can/should be involved; select and apply a variety of specific techniques to get information out to the public and elicit input from the public; identify different publics and engage them through targeted techniques; integrate the public-involvement process with the decision-making process; develop public involvement plans; conduct interviews and focus groups to get input on planning relevant public involvement activities; choose to speak and listen in ways that will enhance openness and reduce resistance; differentiate between positions and interests and ask questions which will elicit interests and lead toward problem solving; distinguish between public relations and participatory decision making; track what is learned from the public and transfer that information to decision makers; identify and adapt to different cultural sensitivities; define environmental justice, name the factors that are considered, and describe the public involvement implications of complying with environmental justice po	Federal, State and local transportation agency staff, Metropolitan Planning Organization personnel, transit operators, consultants and others who are responsible for planning, implementing or participating in any phase of the public involvement process.	$ 400 Per Participant. 3 days, 1.8 units. No scheduled sessions currently listed	Danielle Mathis-Lee (703) 235-0528 Email:danielle.mathis-lee@fhwa.dot.gov	Course Manual

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
FHWA's NHI	*The Functional Assessment of Wetlands*	Upon completion of the course, participants will be able to recognize requirements and basic principles for regulatory compliance, wetlands impact assessment and mitigation under National Environmental Policy Act of 1969 (NEPA) and Section 404, Clean Water Act, including the 404b(1) guidelines; identify different wetland types, and be familiar with common definitions, delineation requirements, and wetlands classification, including the U.S.Fish and Wildlife Service and Hydrogeomorphic (HGM) functional classifications; describe the common ecological functions and values of wetlands; recognize the HGM Assessment methodology; apply HGM, WET, EPW methods to planning and development of wetland mitigation projects; identify principles, approaches, and policies for compensatory mitigation, including wetland banking and in lieu fee plans; and demonstrate functional assessments of wetlands for alternatives analysis and selection for impact assessment according to principles of HGM, Evaluation of Planned Wetlands (EPW), and Wetland Evaluation Techniques (WET).	State DOT personnel who have professional/technical responsibilities relating to managing wetlands and impacts in a transportation environment. Other Federal, State, local government and industry personnel with related responsibilities may be permitted to attend on a space available basis. A basic understanding of Federal regulations concerning wetlands will be helpful. In addition, participants need at least one of the following: (1) experience in the highway project development process; (2) experience in highway project planning and design; (3) experience in natural resources regulation and management; or (4) experience in ecological assessment and mitigation design.	$ 530 Per Participant. 4 days, 2.4 units. No scheduled sessions currently listed. E25	Danielle Mathis-Lee (703) 235-0528 Email:danielle.mathis-lee@fhwa.dot.gov	Materials unavailable

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
FTA NTI	*Context Sensitive Solutions in a Multi-Modal Environment*	Context Sensitive Solutions (CSS) seeks to incorporate a broad range of elements and perspectives on a transportation problem within the vision for a solution through a collaborative, open and interdisciplinary planning process. This approach entails asking questions first about the need and purpose of a project, and then equally addressing--with the affected community and decision makers--core environmental, historic, cultural, aesthetic, scenic and socioeconomic concerns, safety, multi-modal mobility, and local values. This course provides a comprehensive grounding in Context Sensitive Solutions.	Transportation Professionals: planners, engineers, architects, landscape architects, outreach/public involvement specialists, environmental specialists, urban designers, historical preservationists, and decision-makers at transit agencies, state DOTs, MPOs, counties and municipalities. Other professionals: Land use planners, architects, landscape architects in state, regional, county or local planning agencies and resource agencies. Others: local officials, non-profit advocates, civic leaders, business leaders, etc., involved in transportation projects	This course is available for purchase by a single agency. Please contact Ginny Stern at 732-932-1700 ext. 226	**Telephone:** (732) 932-1700; contactus@nti.rutgers.edu	Materials en route

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
FTA NTI	*Coordinating Transportation and Land Use*	Transportation, transit, and land use professionals, elected officials, interest groups, environmentalists, and developers increasingly express interest and concern about the interactions between transportation and land use. This issue is gaining resonance in state and metropolitan areas as they search for more efficient ways to address congestion. This is due to constraints in funding sources, available right-of-way, and community sentiment, concerns about negative environmental impacts, and the need to meet air quality standards. These all necessitate the need for new solutions to metropolitan and statewide transportation concerns. At the same time, the public expects more efficient transportation investments that support desired urban development patterns, achieve and maintain economic growth and a sustainable environment, and promote global competitiveness. The Transportation Equity Act for the 21st Century (TEA-21), the Clean Air Act Amendments of 1990 (CAAA), the National Environmental Policy Act (NEPA) and state and local growth management laws and plans reflect these expecta	This three day training program is intended for transportation and land use professionals in the spectrum of agencies who work in the area of transportation and land use coordination. These include, but are not limited to, employees of metropolitan planning organizations (MPOs), state/county/local planning agencies, transit agencies, state and local departments of transportation (DOTs), the Environmental Protection Agency (EPA), Army Corps of Engineers, Fish and Wildlife Service, Federal Transit Administration (FTA), Federal Highway Administration (FHWA), and consultant firms.	This course is available for purchase by a single agency. Please contact Ginny Stern at 732-932-1700 ext. 226		No Response

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
FTA's National Transit Institute (NTI)	*Managing the Environmental Process*	Provide the historical background and policy goals of NEPA and the approach to achieving those goals as stated in the CEQ regulations; outline the other Federal environmental laws, regulations and executive orders that relate to transportation decision making; explain the roles, responsibilities (i.e., legal, ethical, and contractual), and authority of the participants in the NEPA process, including the lead Federal agency, the lead non-Federal transportation agency, the MPO and other transportation agencies, consultants, the various Federal and State resource agencies, local governments, and the general public; review the implications of various approaches to NEPA process coordination with resource agencies, local governments, elected officials and the public in terms of project responsiveness, project budgets, and project schedules; demonstrate the effectiveness of the NEPA process as an open, flexible, multidisciplinary evaluation tool for assessing and selecting alternative courses of action and developing community responsive projects; describe how to use the NEPA process to supp	This course is intended for practitioners with prior NEPA training or experience in both the NEPA process and the other environmental laws, regulations and policies that affect Federal transit programs. These include employees of organizations that have responsibility for, or interest in, transit related projects, including, but not limited to: transit agencies, state departments of transportation (DOTs), metropolitan planning organizations (MPOs), state/county/local planning or environmental agencies, consultant firms, the Federal Transit Administration (FTA), the Federal Highway Administration (FHWA), the Environmental Protection Agency (EPA), Army Corps of Engineers, Fish and Wildlife Service, National Park Service, and other Federal agencies.	Tuition shall be waived for federal, state and local government employees who work in transportation or related areas. Fee for contractors and consultants: $450.003 days. 2 C.E.U.s. Classroom-based. Next scheduled course in Miami.	**Telephone:** (732) 932-1700; contactus@nti.rutgers.edu	No Response

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
FTA's NTI	*Public Involvement in Transportation Decision Making*	Demonstrate, using examples from real experience, how better transportation outcomes can be achieved through open, inclusive, continuous and participatory decision-making; dispel any apprehensions about conducting public involvement activities by building knowledge, confidence, and skills of transportation professionals and decision makers; promote the integration of public involvement with the planning, programming, and project development process; enable agency staff to plan and conduct more comprehensive, effective, and efficient public involvement programs.	Transportation planning and project development professionals involved in the public involvement component of transportation decision making processes for corridor and sub area plans, transportation plans, transportation improvement programs, project development, ADA plans, etc.	Tuition waived for federal, state and local government employees who work in transportation or related areas. Fee for contractors and consultants: $450.00. 3 days, 2 C.E.U.s. Next course scheduled is in MD.	**Telephone:** (732) 932-1700; contactus@nti.rutgers.edu	Course Manual
US Fish and Wildlife Service, National Conservation Training Center (NCTC)	*GIS Design for Natural Resource Management*	Participants work with GIS to learn planning and design of user-friendly systems for biologists and other natural resource professionals. Topics include project planning, coordination, data acquisition and management, analysis techniques, and successful implementation at a field site. Students use GIS software to work with GIS data from their own refuge or area of interest.	GIS developers who are planning or implementing a small-area, site-specific GIS for refuge or wildlife management area planning and decision making. Completion of "GIS Introduction for Conservation Professionals" (TEC7112) is recommended. Prior experience with ArcView software is required.	5 days (40 hours). Course offered annually. Offers 2 semester hours of college credit.	Marcia McNiff, marcia_mcniff@fws.gov, (304) 876-7452	No Response

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
US Fish and Wildlife Service, National Conservation Training Center (NCTC)	*GIS Design for Regional Conservation Planning*	Learn how to design a geographic information system (GIS) for a community, region, watershed, or field station to facilitate conservation planning and decision-making. Participants identify system design needs, use GIS software to learn vector and raster-based analysis techniques, and apply GIS development to a realistic conservation problem.	GIS developers planning or implementing a large-area GIS. Also applicable to developers of systems for large-area ecosystem planning or FWS Ecological Services field offices. Completion of "GIS Introduction for Conservation Professionals" (TEC7112) is recommended. Prior experience with ArcView software is required.	5 days (40 hours). Course offered annually. Offers 2 semester hours of college credit.	Marcia McNiff, marcia_mcniff@fws.gov, (304) 876-7452	No Response
US Fish and Wildlife Service, National Conservation Training Center (NCTC)	*GIS Introduction for Conservation Professionals*	This course gives participants an introduction to GIS technology and terminology and teaches them how to use an existing GIS. Professionals emerge from this course with skills in the use of GIS software. Training examples use data from actual FWS projects and other similar conservation efforts.	Professionals working in conservation and natural resource projects, including field station and refuge personnel who desire to use the capabilities of GIS to better manage natural resources. No previous experience with GIS is required.	s days (24 hours). Course available quarterly. Offers 1 semester hour of college credit.	Marcia McNiff, marcia_mcniff@fws.gov, (304) 876-7452	No Response
US Fish and Wildlife Service, National Conservation Training Center (NCTC)	*GIS Remote Sensing Technology*	This introductory level course is designed to teach Remote Sensing basics including the acquisition, manipulation and appropriate uses of satellite imagery. Participants will learn how to acquire satellite imagery, and to identify appropriate uses, limitations and benefits of remote sensing data for their applications in resource management and interpretation. Students will be exposed to a broad variety of remote sensing applications, including the study and interpretation of land-based, water-based, and atmospheric resources. The course will emphasize a collaborative approach between resource management and park interpretation.	Natural resource specialists, resource management specialists, field interpreters, interpretation managers, outreach personnel, and biologists/ecologists. No prior experience with GIS, satellite imagery, or remote sensing is needed. However, a thorough familiarity with Windows software is required.	5 days/36 hours. Course offered annually. Offers 2 semester hours of college credit.	Marcia McNiff, marcia_mcniff@fws.gov, (304) 876-7452	No Response

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
US Fish and Wildlife Service, National Conservation Training Center (NCTC)	*GIS Use for Wildlife Habitat Management (Intermediate)*	This course gives participants the additional skills necessary to apply GIS technology to habitat analysis and management solutions. The course uses case study approaches to cover such topics as planning distribution of forage, calculating edge, modeling population dynamics, analyzing impacts, locating critical habitat, and monitoring change. Natural resource professionals emerge from this course with enhanced skills in the use of GIS software for wildlife habitat management applications.	Biologists and other natural resource professionals who desire to use the capabilities of GIS to better manage wildlife habitat. Completion of "GIS Introduction for Conservation Professionals" (TEC7112) is recommended. Prior experience in the use of ArcView software is required.	4 days (32 hours). Course offered biannually. Offers 1 semester hour of college credit.	Marcia McNiff, marcia_mcniff@fws.gov, (304) 876-7452	No Response
US Fish and Wildlife Service, National Conservation Training Center (NCTC)	*Integrating NEPA into FWS Activities*	Provides instruction regarding the purpose and procedural requirements of the National Environmental Policy Act (NEPA), how NEPA affects the decision-making process involving federal planning and actions, how to structure and review NEPA documents, and how other laws and regulations relate with NEPA. Interactive exercises are included to reinforce lecture sessions.	Personnel whose job responsibilities include ensuring their agency is in compliance with NEPA, including review of environmental documents.	$680.00—two credits are offered with course. Price and location Not listed on website.	Marcia McNiff, marcia_mcniff@fws.gov, (304) 876-7452	No Response
US Fish and Wildlife Service, National Conservation Training Center (NCTC)	*NEPA Procedures*	Provides training for State and Federal staff involved in AML projects or Federal mine plan and Federal permit review in the procedures for complying with and drafting environmental documents required by National Environmental Policy Act (NEPA) and other appropriate environmental laws, regulations, and executive orders.	Abandoned Land Mine staff or permit review staff who have at least 6 months of experience with NEPA procedures or Office of Surface Mining and State regulatory staff who work directly with NEPA implementation on Federal permits.	Free—two credits are also offered with the course.	Marcia McNiff, marcia_mcniff@fws.gov, (304) 876-7452	

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
National Resources Management Training	*Advanced Negotiation Training for Natural Resource Professionals*	This training course provides participants with more advanced principles, skills, and techniques used in natural resource negotiation.	The courses are open to individuals from federal, state, and local governments; universities; private businesses; and foreign governments.	$575; variable pricing for groups that request training at different locations and dates. 2.5 days. September. Fort Collins Science Center, Fort Collins, Colorado.	Earlene Swann (970) 226 9346	No Response
National Wetlands Research Center of the USGS	*Introduction to Desktop GIS (ArcView) for Natural Resources*	Designed to demonstrate GIS functionality and operations on a developed natural resource database. Introductory materials presented provide the fundamentals of GIS to allow proper conception of ArcView procedures and data handling. Proven examples of natural resource applications of GIS are presented. Special exercises utilizing a developed natural resource database will allow workshop participants to solve or help resolve natural resource geospatial problems with GIS.	Planned for participants with no GIS knowledge or experience.	3-day workshop. Cost: $450.	C. "Pat" O'Neil, 337 266-8500	No Response
National Wetlands Research Center of the USGS	*Introduction to Wetland Remote Sensing and Mapping*	Emphasizes the use of aerial photography as applied to assessing and mapping wetland vegetation from species level to broad vegetative level classification. Included is a field trip to verify wetland interpretations made in the classroom.	Course content has been designed for field biologists, researchers, and others who deal with wetland wildlife habitat, environmental quality and impact assessment.	3-day workshop. Cost: $300.	C. "Pat" O'Neil, 337 266-8500	No Response

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
The Forest Service of the USDA	*NEPA/NFMA Forest Plan Implementation Training Course*	Conduct and document environmental analysis, which will result in decisions that contribute to implementing a land and resource management plan (forest plan).	The course is designed for USDA Forest Service line officers responsible for decisions and people who participate on and are consultants to interdisciplinary (ID) teams that conduct environmental analyses. This course is very specific to the Forest Service plans and regulations, but a participant from another agency could transfer the concepts and strategies to other situations, including transportation planning. Students taking this course from outside the Forest Service should be aware of this and have the ability to transfer information to their own fields.	Cost varies by date and location but range from $200 to $800. Price and location not listed on website.	Joe Carbone, Ecosystem Management Coordination Staff; 202-205-0884; jcarbone@fs.fed.us	Materials en route
The Forest Service of the USDA	*Social Impact Analysis: Principals and Procedures Training Course*	To identify, analyze, and document social issues surrounding agency proposed actions. To inform the decision-makers and public of the social effects of proposed agency actions. To incorporate SIA into the interdisciplinary process of preparing environmental documents	The course is designed for USDA Forest Service employees at the forest and district levels, who may have not had formal social science training, but do share Interdisciplinary Team (IDT) responsibility for SIA.		NEPA Training Coordination USDA-Forest Service ATTN: Ecosystem Management Coordination Staff/Joe Carbone P.O. Box 96090 Washington, D.C> 20090-6090	Materials en route

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
The Graduate School of the USDA	*NEPA: Policy, Procedure and Science/Art*	Understand how to properly develop and file an environmental assessment (EA), a finding of no significant impact (FONSI) and an environmental impact study (EIS).	Not listed on website.	$325. Two credits are offered. Ten weeks. Classes on Monday from 6:00-9:00. Washington, DC		No Response
TRB's National Cooperative Highway Research Program (NCHRP)	*Guidance for Estimating the Indirect Effects of Proposed Transportation Projects*	NCHRP Report 403: Guidance for Estimating the Indirect Effects of Proposed Transportation Projects (Guidance) identified various types of indirect effects and produced a framework with supporting analytical methods for transportation agencies to estimate the indirect effects of proposed transportation projects in preparing environmental impact statements and related studies. This research is the basis for training created for practitioners.	Transportation planners and practitioners.	**Course available from download from internet.**	http://trb.org/news/blurb_detail.asp?id=3004	Power Point Slides with Instructor's Notes

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
US Army Corps of Engineers (USACE)	*Environmental Laws and Regulations*	This is a general survey course designed for non-attorneys or for attorneys with limited background in enviromental law. Topics include federal laws and regulations for environmental protection; pollution standards and variances; congressional and judicial developments; economic and technical difficulties in meeting standards; relation of the Corps of Engineers to state and federal agencies in meeting standards and enforcing lwa; methods of monitoring pollution; legal penalties; litigation techniques; the Rivers and Harbors Ace of 1899 regulatory provisions; the National Environmental Policy Act (NEPA); Executive Order 11514; the NEPA regulations of the Council on Environmental Quality; the Federal Clean Water Act; the Federal Clean Air Act; the Resource Conservation and Recovery; the Toxic Substances Control Act; the Endangered Species Act, the Fish and Wildlife Coordination Act; the Historic Preservation Act; the Noise Control Act; the Federal Environmental Pesticide Act; the Coastal Zone Management Act; regulations of the EPA; and state laws and regulations.	Nominees must be assigned (a) Occupational Series Selected 0020, 0100, 0400, 0800, and 0900; (b) Grade: GS-07 or above		US Army Corps of Engineers; Engineering and Support Center, Huntsville; P.O. Box 1600 Huntsville, AL 35807-4301 Contact: Nellie U. Frith	No Response
US Army Corps of Engineers (USACE) Professional Development Support Center (PDSC)	*Clean Air Act Workshop*	This workshop has been designed to introduce the student to the major programs of the Clean Air Act (CAA) and associated environmental compliance requirements. In addition to learning basic CAA regulatory requirements, students will also be taught to identify when a CAA construction or operating permit may be required.	Nominees must be assigned (a) Occupational Series: Selected 0020, 0100, 0400, 0690, 0800, 0900, and 1300 or by demonstration of special needs related to job responsibilities; (b) Grade: GS-07 or above.	**Tuition:** $810. 3 days. Next scheduled course in Denver.		

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
US Fish and Wildlife Service, National Conservation Training Center (NCTC)	*GIS Overview for Natural Resource Conservation*	This overview course describes the basic principles of GIS and helps community-based conservation groups and watershed organizations assess how a GIS can be used to support their goals. Topics include an overview of GIS and global positioning systems (GPS) technology, an evaluation of available GIS tools and data, and the basics of using GIS software. This course was developed in cooperation with The Conservation Fund and the Canaan Valley Institute. It can be offered in a general format or customized to meet the needs of a specific audience (community, watershed, county, or state.)	Representatives from land trusts, community-based conservation groups and watershed organizations, public agencies and others interested in exploring the application of GIS to natural resource conservation. No previous experience with GIS is required.	1.5 days (12 hours) Course offered annually.	Marcia McNiff, marcia_mcniff@fws.gov, (304) 876-7452	No Response
US Army Corps of Engineers (USACE)	*Environmental Impact Assessments*	This course provides students with a working knowledge of the environmental impact assessment process and the information, including environmental studies, needed to prepare an environmental impact assessment document or an environmental impact statement.	Nominees must be assigned (a) Occupational Series: Selected 0020, 0100, 0400, 0800, and 1300 or by demonstration of special needs related to job responsibilities; (b) Grade: GS-05 or above.	**Tuition:** $1010. 5 days. Scheduled courses in Huntsville, AL and Denver, CO.		No Response

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
EPA	*Principals of Environmental Impact Assessment*	The objectives of this course are to: 1) introduce basic principals of environmental impact assessment; 2) improve existing processes, programs, and assessments for use in decision-making among ministries and other public and private sector groups; 3) promote the concepts and use of environmental impact assessment among stakeholders; 4) improve the practice of environmental assessment preparation and review and/or; 5) institutionalize the training with trained in-country facilitators	This training is targeted primarily at environmental governmental and non-governmental officials who may be in the process of preparing and using environmental impact assessments. In addition, the group may include non-environmental agencies concerned with project and program design and implementation along with people in related fields from public institutes, academic, NGOs and citizen groups, environmental and industrial organizations and political leaders.		Cheryl Wasserman (202)564-7129	Not Contcted
USGS's National Wetlands Research Center	*Basic Negotiation Training for Natural Resource Professionals*	This training course provides participants with the basic principles, skills, and techniques used in natural resource negotiation.	The courses are open to individuals from federal, state, and local governments; universities; private businesses; and foreign governments.	$475; variable pricing for groups that request training at different locations and dates. 2.5 days. March 2-4 and April 13-15 Fort Collins Science Center, Fort Collins, Colorado.	http://www.mesc.usgs.gov/products/training/training.asp	No Response

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
USGS's National Wetlands Research Center	*Introduction to GPS for Natural Resources*	This two day introductory workshop will describe the concept of using a GPS system as well as the basic operation of the data logger, receiver and antenna. Various strategies of collecting field positional data for natural resource assessment and survey will be presented. GPS real-time and post-processing differential positional data will be described, displayed, and compared. GPS positional data will be exported to a Geographic Information System (GIS) as a demonstration of connecting collected data to an existing database. There will be field exercises working with the GPS collection hardware. The workshop will be comprised of lectures; hands-on exercises, handouts, and slides. The workshop is ideally suitable for participants who have none or very limited working experience with GPS		$300	C. "Pat" O'Neil, 337 266-8500	No Response
USGS's National Wetlands Research Center	*Introduction to the National Wetlands Inventory Classification System*	The objective of this workshop is to enable the users of the National Wetland Inventory (NWI) maps to understand and work with the NWI classification system and map constitutions. The NWI wetland classification system will be stressed, however, the upland classification types used in some United States Fish and Wildlife Service and National Biological Service mapping activities will be included.	Not listed on website.	3-day workshop. Cost: $300.	C. "Pat" O'Neil, 337 266-8500	No Response

Appendix D1:
Training Courses Offered by Federal Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
USGS's National Wetlands Research Center	*National and Local Geospatial Data Availability: Data Mining*	Presents various geospatial data research strategies to locate, summarize and acquire national and local geospatial data archived by federal and local institutions. USGS, NOAA and University of Louisiana at Lafayette/NASA/Regional Applications Center instructors will demonstrate the use of various extensive Internet website geospatial search engines.	Not listed on website.	Free 2-day workshop.	C. "Pat" O'Neil, 337 266-8500	No Response

STATE COURSES

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Alaska Department of Transportation	*Environmental Procedures for Federal-aid Projects in Alaska*	Not Listed	Not Listed	Not Listed	http://www.dot.state.ak.us/stwddes/dcsenviron/training.shtml	Power point slides
Alaska Department of Transportation	*Federal Aid Fundamentals*	Not Listed	Not Listed	Not Listed	http://www.dot.state.ak.us/stwdes/dcsenviron/training.shtml	Power point slides
Alaska Department of Transportation	*Mitigated FONSI*	Not Listed	Not Listed	Not Listed	http://www.dot.state.ak.us/stwdes/dcsenviron/training.shtml	Power point slides
Arizona Department of Transportation	*Community Impact Assessment Workshop*	Not Listed	Not Listed	Not Listed	http://www.azdot.gov/Highways/EEG/documents/cia_workshop.asp	Power point slides
Arizona Department of Transportation	*Developing the Purpose and Need for NEPA Projects*	Not Listed	Not Listed	Not Listed	http://www.azdot.gov/Highways/EEG/documents/brown_bag.asp	Power point slides

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
CALTRANS	*Procedures for ROW Acquisition*	Training provides an overview of procedures local agencies must follow to acquire real property for transportation projects, including recent changes in rules and critical tasks. Focus is on the ROW and the Utility Facilities Chapters of the LAPM. Topics include: roles and responsibilities of local agencies under federal and California laws; stewardship agreements; impact of Caltrans "re-engineering" on local tasks; helpful resources; role of FHWA; required documentation and certificates; meaning of "just compensation".		1 day	http://registration.techtransfer.berkeley.edu/wconnect/wc.dll?acecode~CourseStatus~0520PD091206	No Response
Colorado Department of Transportation	*Environmental professional training*	Emerging issues, new requirements, and topics selected by the staff	All Environmental Staff.	3-Day training each October. Free for all employees. On-	Brad Beckham; 303-757-9533; brad.beckham@dot.state.co.us	CD
Colorado Department of Transportation	*Maintenance Academy Training*	Incorporates various environmental and maintenance issues, including water quality, required permits, and resource agency approvals.	All Staff.	3-days. Free for employees. On-site.		CD

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Idaho Department of Transportation	*Basic Wetland Delineation*	This is the basic course on application of the 1987 Wetland Delineation Manual in use by the US Army Corps of Engineers (Corps) for identification and delineation of jurisdictional wetlands. The course will be presented at a level meeting the standards for basic training as described by the Corps for its proposed Wetland Delineator Certification Program. Class time will be divided evenly between lecture and field sessions	This course is intended for planners and field personnel who must make decisions concerning the presence and geographic boundaries of wetlands.	Not Listed	http://itd.idaho.gov/highways/Training/DOH_Training_Catalog82405.doc	Outsourced
Idaho Department of Transportation	*Basics of Federal Wetland Policy and Project Management*	This course will provide the basics for planners and practitioners who must succeed in taking a project through the federal Section 404 wetland permitting process with a minimum of delay. The nationwide permits will be covered with special reference projects typical for Department of Transportation. The sessions	This course is intended for planners, designers and practitioners who will be applying for permits and writing permit applications for Nationwide and individual	Not Listed	http://itd.idaho.gov/highways/Training/DOH_Training_Catalog82405.doc	Outsourced
Idaho Department of Transportation	*Best Management Practices NPDES/Stormwater (IQP)*	This course will provide information and a catalog form useful in selecting, designing and implementing measures to control erosion, sedimentation and water pollution at construction sites as required for National Pollution Discharge Elimination Systems (NPDES) and Storm Water Pollution Prevention Plan (SWPPP) permitted projects. Its main focus is construction and maintenance work on highway facilities such as roads, bridges, maintenance yards and ports of entry	This course is designed for those individuals who are designing , inspecting or maintaining a construction or maintenance project subject to NPDES and SWPPP storm water rules.	Not Listed	http://itd.idaho.gov/highways/Training/DOH_Training_Catalog82405.doc	Outsourced

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Idaho Department of Transportation	*Cultural Resource Regulations and Procedures (IQP)*	This course will introduce the concepts of cultural resource identification as outlined in the standard specifications; the proper procedures for reporting the presence of cultural resources encountered during an ITD project; Federal and state requirements concerning cultural resources identified or encountered on projects and the requirements for contractor requests to use areas that have not received cultural resource clearances	This course is intended for Design, Construction and Maintenance personnel who are likely to encounter cultural resources, during the course of a construction or maintenance project	Not Listed	http://itd.idaho.gov/highways/Training/DOH_Training_Catalog82405.doc	Materials en route
Idaho Department of Transportation	*NPDES/Storm Water BMPs Refresher*	This course is intended as a refresher to update and maintain the NPDES / Storm-water inspector qualification status as required by the EPA Construction General Permit.	Any personnel, including ITD, Contractors or Consultants, who will construct Storm-water BMP's, conduct NPDES / Storm-water inspections, review and update SWPPP	Not Listed	http://itd.idaho.gov/highways/Training/DOH_Training_Catalog82405.doc	Outsourced
Idaho Department of Transportation	*NPDES/Storm Water/SWPPP for Designers*	This course is a combination of both classroom discussion and a field session that examines the long term usefulness of BMP's installed during construction and maintenance projects. Concepts are discussed in terms of pre-construction plans and specifications development. SWPP plan development is emphasized	Designers and consultants who prepare and review NPDES permit requirements or anyone who prepares an initial/final SWPPP for contract documents	Not Listed	http://itd.idaho.gov/highways/Training/DOH_Training_Catalog82405.doc	Outsourced

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Idaho Department of Transportation	*Refresher Wetlands Id. And Regulations for Inspectors (IQP)*	This course & qualification is the required 5 year refresher course for the Inspector Qualification Program (IQP). This course covers changes to the wetland information received during the initial course and qualification	Participants that have qualifications about to expire, or have an expired Inspector qualification in this area	Not Listed	http://itd.idaho.gov/highways/Training/DOH_Training_Catalog82405.doc	Outsourced
Idaho Department of Transportation	*Wetland Delineation and Policy for Executives*	This is a one-day course for Project Managers and upper level staff whose job assignments require overall knowledge of the wetland permitting process, an understanding of its significance to project outcome and supporting the staff who must implement the work. The course will cover the identification and delineation procedures, key steps in the permitting process, the significance of permit conditions, the consequences of permit violations, and ITD policy, internal communication, and accountability relative to wetland permits	This course is intended for Senior management and upper level staff	Not Listed	http://itd.idaho.gov/highways/Training/DOH_Training_Catalog82405.doc	Outsourced

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Idaho Department of Transportation	*Wetlands identification and Regulation for Inspectors*	This course will cover wetland definitions, an overview of wetland functions and values, wetland delineation, an overview of the permitting procedures with emphasis on wetland fill permits and the permit conditions, and ITD procedures for preventing permit violations. This course consists of both lecture and field visits which will be scheduled to expose the participant to typical examples of local wetlands encountered during construction projects	This course is intended for field inspectors and maintenance personnel where wetland encroachment permits have been issued or where wetlands are likely to be encountered	Not Listed	http://itd.idaho.gov/highways/Training/DOH_Training_Catalog82405.doc	Outsourced
Indiana Department of Transportation	*NEPA Training and Certification*	Reviews the new INDOT/FHWA streamlined NEPA procedures and addresses issues that arise during reviews to comply with Section 106 of the National Historic Preservation Act	Consultants are required to take this training in order to be eligible to work on EIS projects.	3-days.	Robert Dirks; robert.dirks@fhwa.dot.gov; (317) 226-7492	Power point slides
Kentucky Transportation Cabinet	*Context Sensitive Design Pilot Project and Training*	Kentucky was one of five states chosen to develop pilot training programs that institutionalize context sensitive design principles into state practices. The Kentucky Transportation Cabinet (KYTC) contracted with the University of Kentucky to develop a training course with four modules: environmental concerns, design guidelines, facilitated communication (public involvement), and legal issues.		The first course was held in January 2000. It is now being offered outside the state of Kentucky. For more details, contact Anthony Goodman at (502) 223-6742.	anthony goodman 502 223 6742	Power point slides

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Maryland Department of Transportation	*MD State Highway Administration: Secondary and Cumulative Effects Analysis Guide*	This course is designed to provide consistent procedures in conducting a secondary and cumulative effects analysis; a clear definition of direct impacts, secondary impacts and cumulative effects; a clear understanding of how SCEA applies to project development; and knowledge to facilitate the review of SCEA documentation.	State highway administration employees; federal and state resource agencies; local governments and consultants.			Power point slides
Minnesota Department of Transportation	*Context Sensitive Design for Local Governments*	In public works today, institutionalizing the Context Sensitive Design and Solutions (CSD&S) philosophy and principles continues to be a challenge. This workshop addressed tough questions and challenges from around the country as well as lessons being learned and innovations being pursued to further excellence in transportation project development using CSD&S philosophy and principles.	State DOTs, MPOs, local governments, FHWA, regulatory agencies, stakeholder associations, nonprofit organizations, consultants			Power point slides
New Jersey Department of Transportation	*Pre-construction Training*	NJDOT is currently developing contractor training and meetings with its contractors to discuss good stewardship practices.	Construction contractors	Free	Robert J. Cunningham, 609-530-8075, robertj.cunningham@dot.state.nj.us	No Response

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Ohio Department of Transportation	*Categorical Exclusions*	This 2 day course goes through the CE documents and gives an overview to each discipline and with a how-to approach to developing documents using the Ohio DOT CE form. Subjects include project description, purpose and need statements, alternative discussion, ecological resources, Section4(f), cultural resources, air quality, noise community impacts, public involvement and permits. Taught by OES staff, this course goes through a sample project, while showing appropriate example text and placement of the text.	This course is a requirement for all consultants who work on environmental documents for state and local transportation projects.	2 days	Doug App; (614) 644-0170 Doug.App@dot.state.oh.us	Power point slides & materials on each discipline
Ohio Department of Transportation	*Ecological Training*	This Training is an overview of ecological documentation and coordination with an emphasis on the methods and technique required for the completion of ecological documents for ODOT's projects.	Consultants who are involved with the preparation of ecological documentation such as Principal Investigators, Project Directors and Project Managers with direct involvement with scoping , executing, reporting and approving waterway permit work are required to attend.	2 days	Doug App; (614) 644-0170 Doug.App@dot.state.oh.us	Power point slides & ECO-manual

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Ohio Department of Transportation	*NEPA Course*	This two-week course is designed to assist in understanding the various aspects of planning and project development. Based on the National Highway Institute (NHI) course, it is intended to improve transportation decision-making while managing the environmental (NEPA) process.	This course is also a prequalification requirement for consultants who want to prepare environmental documents and to participate as the prime consultant in preliminary development contracts for complex or new location type transportation projects. This course assists in understanding the various aspects of planning and project development and is therefore a good course for anyone who wants to have a better understanding of the NEPA process.	2 Weeks; $1,000	Valerie Norris; (614)466-1484; vnorris@dot.state.oh.us	Course Manual, Instructor's Notes, Power Point Slides

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Ohio Department of Transportation	*Section 106*	This training is an overview of the implementing regulations of Section 106 of the National Historic Preservation Act, (36 CFR Part 800). Also included is an overview of the four National Register of Historic Places (NRHP) eligibility criteria, including the seven aspects of integrity, as issued by the Keeper of the National Register. It also includes a discussion of boundary determinations, what is considered and not considered when defining boundaries for National Register eligible properties.	Consultants who are involved with cultural resources investigations, such as Principal Investigators, Project Directors and Project Managers with direct involvement with scoping, executing, reporting and approving cultural resources work are required to attend. (Firms may send other staff such as Environmental Specialists, Planners and other Cultural Resources Professionals; however, they are not required to send all environmental or cultural staff to take the training).	1 day	Doug App; (614) 644-0170 Doug.App@dot.state.oh.us	Power Point Slides

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Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Ohio Department of Transportation	*Section 4(f)*	Topic will include CFR 771.135 Section 4(f), nationwide and FHWA/ODOT programmatic agreements, use of the handbook and appropriate checklists and the writing and assembly of approvable Section 4(f) documents. Initial workshops will be led by FHWA and OES personnel.	A one day class designed for district environmental staff and consultants who prepare environmental documents.	1 day	Doug App; (614) 644-0170 Doug.App@dot.state.oh.us	Power Point Slides
PENNDOT, ECMS	*Advanced Section 4(f)*	This class covers advanced techniques for understanding the complexities of the Section 4(f). Case study exercises will enhance the learning experience.	The audience will include senior project managers and environmental professionals.	1 day. Free for public agency employees. Private sector employees are charged the proportional cost per seat for the course presentation costs.	Steve A Davis	Materials en route

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Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
PENNDOT, ECMS	*CE / EA Expert System Overview*	This course is a lecture style overview of the CE/EA Expert System intended for PENNDOT business partners. The overview concentrates on how to navigate through the system, how to use the new enhancements to the existing system, and how to use the off-line functionality (DOLS)	PENNDOT business partners who will use the CE/EA Expert System to do business with the State.	Course length not listed. Free for public agency employees. Private sector employees are charged the proportional cost per seat for the course presentation costs.	Steve A Davis	Materials en route
PENNDOT, ECMS	*CE / EA Expert System Training*	This course is a hands-on style overview of the CE/EA Expert System, scheduled for release on November 5, 2002. The training concentrates on how to navigate through the system, how to use the new enhancements to the existing system, and how to use the off-line functionality (DOLS).	PENNDOT Employees who will use the CE/EA Expert System.	Course length not listed. Free for public agency employees. Private sector employees are charged the proportional cost per seat for the course presentation costs.	Steve A Davis	Materials en route

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
PENNDOT, ECMS	*Context Sensitive Solutions Training*	This course addresses non-complex/moderately complex, betterment and bridge-replacement projects. It provides tools/techniques to build skills in flexible design resulting in context sensitive solutions (CSS). It includes defining CSS, place making & field scoping in context of community, community consensus building through continuous community/public involvement, visualization techniques, flexibility of design standards & criteria, construction cost and maintenance, tort liability & funding.	Project managers/design engineers involved in bridge-replacement projects; construction management and maintenance engineers; environmental professionals; state, federal and municipal personnel in these categories as well as private-sector design engineers should attend.	Course length not listed. Free for public agency employees. Private sector employees are charged the proportional cost per seat for the course presentation costs.	Steve A Davis	Materials en route
PENNDOT, ECMS	*Endangered Species Act*	This course provides a basic understanding of the Endangered Species Act and the procedures and responsibilities associated with Section 7 of the Act.	Environmental professionals and designers	Course length not listed. Free for public agency employees. Private sector employees are charged the proportional cost per seat for the course presentation costs.	Steve A Davis	Materials en route

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
PENNDOT, ECMS	*Environmental Justice in the Planning Process*	This workshop explains what several MPOs and State DOTs are doing to respond to the recent Executive Order to make Environmental Justice part of the FHWA mission. The focus is on informal sharing of analytical strategies to examine Environmental Justice in the Planning process.	Planners, environmental specialists and designers who have roles in ensuring Environmental Justice is incorporated into the Planning and implementation processes.	one-day. Free for public agency employees. Private sector employees are charged the proportional cost per seat for the course presentation costs.	Steve A Davis	Materials en route
PENNDOT, ECMS	*Introduction to Section 4(f)*	The course covers the background of Section 4(f) explanations of terminology, applicability of Section 4(f) and preparation of related documentation. It also covers programmatic Section 4(f) evaluations and the relationship of Section 4(f) to Section 106 of the National Historic Preservation Act.	Project managers and environmental specialists who review or write Section 4(f) evaluations. This course is designed for the entry-level person.	3-days. Free for public agency employees. Private sector employees are charged the proportional cost per seat for the course presentation costs.	Steve A Davis, stedavis@state.pa.us	Materials en route

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
PENNDOT, ECMS	*Overview of Section 404/Chapter 105*	This course provides participants with a basic understanding of the Clean Water Act Section 404, and the Rivers and Harbors Act Section 10 of the USACE permitting process. Chapter 105 of the Pennsylvania Department of Environmental Protection Water Quality Certification permitting process will also be reviewed.	Entry level and mid-career PENNDOT project managers, consultants, and resource agencies. No prerequisites are required.	Course length not listed. Offers 1.3 CEUs. Free for public agency employees. Private sector employees are charged the proportional cost per seat for the course presentation costs.	Steve A Davis	Materials en route

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
PENNDOT, ECMS	*Public Involvement Facilitation*	This course supports the planning and engineering process for highway and bridge projects and provides techniques, tools and skill building to support working with the public and facilitating public meetings throughout the planning and engineering project development process. The course includes identifying the appropriate public involvement process, public speaking, dealing with difficult people, preparing for public involvement and using presentation and context-sensitive design techniques.	Assistant District Engineers for Design, District design squad leaders, liaison engineers, portfolio managers, project managers, right of way administrators and managers, appraisers and negotiators, construction resident engineers and assistant construction engineer supervisors, community relations coordinators, project planners and programmers and environmental managers.	Course length not listed. Free for public agency employees. Private sector employees are charged the proportional cost per seat for the course presentation costs.	Steve A Davis	Materials en route
PENNDOT, ECMS	*Section 106 in the New Regulatory Environment*	This workshop addresses compliance with the requirements of Section 106 of the National Historic Preservation Act plus an in-depth analysis of key issues such as tribal consultation, NEPA coordination, using agreement documents, and strategies for avoiding common problems.	Cultural resource staff and consultants, and all Department and municipal personnel who work with Section 106.	Course length not listed. Free for public agency employees. Private sector employees are charged the proportional cost per seat for the course presentation costs.	Steve A Davis	Materials en route

Appendix D2:
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Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
PENNDOT, ECMS	*Species of Special Concern*	This course will explain the Department's policy on species of special concern. It will also familiarize Department and consultants on the new handbook.	TBD	Course length not listed. Free for public agency employees. Private sector employees are charged the proportional cost per seat for the course presentation costs.	Mary L Sharp, marsharp@state.pa.us	Materials en route
PENNDOT, ECMS	*Wetland Banking Memorandum of Agreement (Statewide)*	Provides the Department and their Consultant's a summary of what Agreement #430640 (Wetland Banking Memorandum of Agreement) entails. This Agreement is between the Department, Federal and State Resource Agencies as to the procedures for creating wetland mitigation banks.	Not yet listed on website.	Course length not listed. Free for public agency employees. Private sector employees are charged the proportional cost per seat for the course presentation costs.	Mary L Sharp, marsharp@state.pa.us	Materials en route
Texas Department of Transportation						Materials en route
Texas Department of Transportation						Materials en route

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Texas Department of Transportation						Materials en route
Texas Department of Transportation						Materials en route
Texas Department of Transportation						Materials en route
Texas Department of Transportation						Materials en route
Texas Department of Transportation						Materials en route
Texas Department of Transportation						Materials en route
Texas Department of Transportation						Materials en route
Texas Department of Transportation	*Pre-construction Training*	TxDOT's pre-construction meetings with contractors may include training on specific topics such as the protection of seagrass beds (flowering plants adapted to live completely submerged in shallow coastal waters and estuarine environments).	Construction contractors	Free		Materials en route

Appendix D2:
Training Courses Offered by State Agencies

Agency	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Wyoming Department of Transportation	*On-the-job training*	The Wyoming Department of Transportation (WYDOT) provides on-the-job training for construction crews through two videotapes designed to adequately convey to construction staff and crews the environmental commitments made during project development. The "Road Building: Protecting Wyoming's Environment" video is 12 minutes in length and explains aspects of environmental design and the importance of appropriately implementing the best management practices required by the contract. The video "Caring for Threatened and Endangered Species during the Sybille Canyon Reconstruction" is only 5 minutes in length, and discusses two threatened and endangered species that may be affected by the Sybille Canyon contractor's construction crew.	Construction Crews	Free	Timothy Stark, 307-777-4379, Timothy.Stark@dot.state.wy.us	No Response

PRIVATE COURSES

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Airport Consultants Council Institute	*NEPA Back to Basics*	Fundamentals of NEPA, NEPA History and evolution, 20 impact areas including noise, air and water quality; Review of FAA Order 150.1E; Students will work through an EA and EIS.	Airport consultants, airport environmental managers, FAA and state agency representatives, new environmental specialists and those who have not been in the trenches of environmental projects		Contact Anthony Mavrogiannis 703-683-5900	No Response
ASCE	*Context-Sensitive Solutions*	This two-day seminar provides an overview of the Context-Sensitive Solutions (CSS) approach to planning, design, construction, and maintenance of transportation improvement projects. The term CSS implies that solutions are developed that are sensitive to the environment and take into consideration the concerns of key stakeholders. Basic terminology and concepts such as placemaking, consensus building, and funding classifications vs. contextual classifications are presented and discussed. The seminar draws from the most recent publications, research, and experience in employing the CSS philosophy in a multimodal environment.		2 Days, $965 Member, $1175 Non-Member		Will not share materials
CLE, International	*NEPA Survey: a Practical Guide to the National Environmental Policy Act*	An Overview of the Statute; An Update on Recent Congressional/Regulatory Legislation; Case Study: State of Wyoming v. USDAA; An Analysis of the Statute from an Environmental Perspective; NEPA Compliance: When Is the Statute Triggered?; The Interplay Between NEPA and State Constitutional and Statutory Rights; A View from the EPA: Policy Developments and Thoughts on the Future; Cumulative Impacts: Definitions, Examples and Analysis Tools	Attorneys and Legal Staff, Federal, State and Local Government Officials, Regulators, Planners, Consultants, Engineers, Water Managers, Landowners, Developers, Real Estate Professionals, Environmental Managers, etc.	Most recent listing (Jan. 23, 2004) was in Denver. $395.	registrar@cle.com	Will not share materials

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
D&D West Wetland and Endangered Species Training and Consulting	*Advanced Wetland Delineation*	Not listed on website	Not listed on website	$325, February 26 - 27: Charleston, SC		Will not share materials
D&D West Wetland and Endangered Species Training and Consulting	*Basic Wetland Delineation*	Not listed on website	Not listed on website	$675, April 6 - 9: Charleston, SC; October 5 - 8: Charleston, SC		Will not share materials
D&D West Wetland and Endangered Species Training and Consulting	*Interagency Consultation (Section 7) for Endangered Species*	Not listed on website	Not listed on website	$500, May 5 - 7: Charleston, SC; October 25 - 27: Charleston, SC		Will not share materials
Environmental Impact Training	*Addressing Cultural Resources in the NEPA Process*	Particular attention is given to the National Historic Preservation Act and the 1999 modifications to the Section 106 process, the Archeological Resources Protection Act, and the Native American Graves Protection and Repatriation Act. Interrelationships, as appropriate, between the proponent agency, State Historic Preservation Office, Tribal Historic Preservation Office, and the Advisory Council on Historic Preservation, are also stressed along with records searches and planning and conducting cultural resources surveys.	Not described on website and haven't responded to repeated email attempts.	Not listed.		Deferred

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Environmental Impact Training	*Advanced Topics in Environmental Impact Assessment*	Highlights emerging topics related to the principles and practice of EIA. Concepts addressed include EIA within the planning process, scoping as an analytical process for identifying key impact concerns, cumulative effects assessment, and mitigation banking. Newer tools and methods encompass geographic information systems (GIS), risk assessment, expert systems, and decision support systems. Market-based considerations in environmental management are addressed via topics on incremental cost analysis, emissions trading, and economic valuation of impacts. The use of environmental monitoring and auditing in responsible project management is also noted.	Not described on website and haven't responded to repeated email attempts.	Not listed.	info@eiatraining.com	Will not share materials
Environmental Impact Training	*Computer-based Models and Information for the EIA Process*	Describes computer-based information sources, methods, and simple models which can be used to enhance the cost-effectiveness of the EIA process. Useful web sites will be searched for general EIA information, landmark court cases, examples of EAs and EISs, environmental data, impacts associated with specific types of projects, and relevant technical studies and research papers. Working sessions are also included on simple models and tools for impact quantification and assessment, including air and water quality models, the Integrated Risk Information System, a GIS, selected habitat models and procedures, and a multi-criteria decision support system.	Not described on website and haven't responded to repeated email attempts.	Not listed.		Will not share materials
Environmental Impact Training	*Cumulative Effects Assessment*	Describes how to incorporate cumulative effects considerations within the EIA process. The substantive topics addressed include principles and procedures, determining spatial and temporal boundaries for cumulative effects, defining baseline conditions, delineation of reasonably foreseeable future actions, use of methods for identifying cumulative effects, incorporation of CEA considerations in the scoping process, examples of cumulative effects prediction methods, and mitigation and monitoring of cumulative effects.	Not described on website and haven't responded to repeated email attempts.	3 days.		Will not share materials

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Environmental Impact Training	*Environmental Impact Assessment*	Focuses on the planning and conduction of environmental assessments (EAs) or environmental impact statements (EISs) for proposed projects, plans, programs, permits, or policies. Describes systematic approaches for predicting and assessing impacts on the air, surface and ground water, noise, biological, cultural and socio-economic environments are presented, and techniques for multi-criteria decision-making relative to selecting a proposed action.	Not described on website and haven't responded to repeated email attempts.	Not listed.	(830) 596-8804	Will not share materials
Environmental Impact Training	*Environmental Justice: Principles and Practices Related to the NEPA process.*	Focuses on practical approaches which can be used to incorporate the requirements of EO 12898 into the EIA process. Topics addressed in this course include EJ as a component of social impact assessment, factors to consider in a comprehensive analysis, planning and implementation of EJ-focused public participation programs, enhancing information access for stakeholder groups, use of analytical tools such as GIS and human health risk assessment, mitigation measures for adverse EJ impacts, and the documentation process.	Not described on website and haven't responded to repeated email attempts.	Not listed.		Will not share materials
Environmental Impact Training	*Environmental Monitoring, Auditing, and Management Systems.*	Emphasizes the purposes and planning of monitoring activities, periodic regulatory auditing programs, and management systems as extensions of the EIA process into environmentally- responsible project operation. Substantive topics which are addressed include extant environmental monitoring programs, technical issues in planning such programs, planning and conducting an environmental compliance audit, life cycle assessment, environmental cost accounting, preparation of environmental management strategies, and develop of a pollution prevention program.	Not described on website and haven't responded to repeated email attempts.	Not listed.		Will not share materials

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Environmental Impact Training	*Environmental Site Investigations*	Summarizes federal legislation, standard protocols, and practical approaches for establishing the nature and extent of soil and ground water contamination, liability associated therewith, and remediation requirements for sites potentially subject to transfer from public to private ownership or vice versa. Substantive topics to be addressed include an overview of site characterization, Phase I and Phase II environmental site assessments, selection criteria for sampling locations, soil boring and well installation and development, sampling procedures, and data interpretation and evaluation.	Not described on website and haven't responded to repeated email attempts.	Not listed.		Will not share materials
Environmental Impact Training	*Review of NEPA Documents*	Describes principles and criteria for reviewing draft EAs and draft EISs. Substantive topics addressed include the legal/institutional context for review, single-person reviews versus coordination of multiple-person team reviews, criteria for review of NEPA documents, and review of technical issues such as hydrogeological impacts, impacts on threatened or endangered species, and impacts on wetlands. Attention is also given to the review of EJ and CEA, as well as communicating results.	Not described on website and haven't responded to repeated email attempts.	Not listed.		Will not share materials
Environmental Impact Training	*Risk Assessment in the EIA Process*	Highlights the increasing application of human health risk assessment (HHRA) and ecological risk assessment (ERA) in environmental management, with particular attention given to the use of these tools in the EIA process. Topics in HHRA include hazard identification, dose-response assessment, exposure assessment (including exposure pathways, affected populations, environmental concentrations as determined via models, and exposure calculations), and risk characterization (interpretation). Risk perceptions and other information dissemination challenges are also described in relation to planning risk communication programs.	Not described on website and haven't responded to repeated email attempts.	Not listed.		Will not share materials

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Environmental Impact Training	*Strategic Environmental Assessment: Principles and Practices Related to Programmatic EAs and EISs.*	Highlights similarities and differences between project-level impact studies and the planning and preparation of programmatic EAs and EISs on agency policies, plans, and programs. Both U.S. and international experience in these types of strategic studies are described. Substantive topics include SEA and sustainable development, SEA and CEA, scoping, environmental indicators, development of alternatives, methods, and generic mitigation measures.	Not described on website and haven't responded to repeated email attempts.	Not listed.		Will not share materials
Environmental Planning Strategies, Inc.	*Conducting Effective NEPA Document Reviews for NEPA Practitioners and Managers*	Focuses on conducting effective reviews of agency NEPA documents for adequacy of analysis and severity of environmental impacts for improving the quality of agency NEPA documents and providing comments to other agencies.	Individually tailored for the Federal/state agency requesting training	3-4 days. Around $6000 for up to 30 participants.	Judith Lee	Materials not available*
Environmental Planning Strategies, Inc.	*Conducting Quality Cumulative Impact Analyses under the National Environmental Policy Act (NEPA)*	Focuses on conducting effective and practical NEPA cumulative impact analyses, including selecting the proper scope of analysis and decisions, developing the appropriate baseline, incorporating correct past, present, and reasonably foreseeable future actions, and conducting complete and sufficient cumulative impact analyses.	Individually tailored for the Federal/state agency requesting training. This workshop is tailored to advanced NEPA practitioners, reviewers, and managers.	2-3 days. Around $6000 for up to 30 participants.	Judith Lee	Course Manual

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Environmental Planning Strategies, Inc.	*Developing and Implementing Effective NEPA Planning Strategies*	Leads the interdisciplinary planning team through a specific NEPA planning effort, simultaneously training the participants in developing effective NEPA planning and implementation strategies. Helps team develop the purpose and need, scope of decisions to be made, issues using cause-and-effect relationships, a reasonable array of alternatives and specific mitigation measures, and strategies for integrating other environmental laws and conducting impact analyses, including any necessary cumulative impact analyses.	The interdisciplinary planning team through a specific NEPA planning effort	Workshop length tailored to need. Around $6000 for up to 30 participants.	Judith Lee	Materials not available
Environmental Planning Strategies, Inc.	*National Environmental Policy Act: Initiating Quality Planning with Purpose and Need*	Focuses on initiating NEPA planning efforts with strong analyses of need(s) for action, and quantitative measurable objectives. The emphasis on practical planning, based on powerful and readily implementable planning approaches, includes CEQ regulations, court decisions, and precedents.	This workshop is tailored to advanced NEPA practitioners, reviewers, and managers, and can be effectively used to improve interdisciplinary working relationships within the agency and with cooperating and commenting agencies.	3 days. Around $6000 for up to 30 participants.	Judith Lee	Detailed Agenda
Environmental Planning Strategies, Inc.	*NEPA Document Review under Section 309 of the Clean Air Act for the Environmental Protection Agency*	This interactive workshop focuses on conducting effective reviews of agency NEPA documents for adequacy of analysis and severity of environmental impacts, then developing commenting strategies pertinent to environmental and political issues, policies, and precedent.	Tailored specifically for the Environmental Protection Agency and its client Federal and state agencies	3-4 days.	Judith Lee [jleeeps@mchsi.com]	Materials not available

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Environmental Planning Strategies, Inc.	*Powerful Planning Using NEPA and the Facilitated Planning Approach*	Focuses on ensuring complete and adequate planning strategies and environmental impact analyses, includes CEQ regulations and guidance, the agency NEPA procedures, court decisions and precedents, and effective planning tools and processes.	Individually tailored for the Federal/state agency requesting training. Can be tailored to beginner and advanced NEPA practitioners, reviewers, and managers for the specific agency.	3-5 days. Around $6000 for up to 30 participants.	Judith Lee	Course Manual
Environmental Planning Strategies, Inc.	*The National Environmental Policy Act: A Dialogue of Understanding for Quality Planning*	Intended to help agency managers and advanced NEPA practitioners work together in a safe and facilitated environment to create a common language and understanding of the legal and practical application of NEPA and the CEQ implementing regulations; to better understand the policies, processes, and organization of each agency to foster better working relationships; to identify and affirmatively address areas of conflict, and cooperatively develop practical and effective means for issue resolution acceptable to all participating agencies.	Intended for agency managers and advanced NEPA practitioners in several agencies	Course duration not listed. Around $6000 for up to 30 participants.	Judith Lee	Materials not available
Environmental Training & Consulting International, Inc (ETCI)	*Essentials for the NEPA Practitioner*	Provides the "big picture" of what NEPA (the National Environmental Policy Act) does, and how the NEPA process works, including initial scoping, identifying significant issues, developing appropriate alternatives, creating effective public involvement strategies, and the relationship of NEPA to other environmental requirements such as cultural resources management and Endangered Species Act	Not listed.	2 days.	**phone (503) 274-1790**	Materials not available
ETCI	*Assessing Cumulative Impacts*	Provides systematic tools for identifying cumulative effects and using the seven primary and four special methods of analysis contained in the Council on Environmental Quality cumulative effects guidance	Not listed.	2 days.		Course Manual
ETCI	*Bulletproofing Your NEPA Documents*	Covers such topics as litigation strategies of plaintiffs and agencies, key areas of vulnerability in NEPA processes and documents, developing effective "bullet-proofing" for your NEPA processes and documents, and creating administrative records that	Not listed.	1 day.		Materials not available

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
ETCI	*EAs with FOCUS*	Prepares participants to plan, organize, and write a concise Environmental Assessment that complies with the National Environmental Policy Act regulations and their own agency-specific requirements. Participants will apply the five principles of ETCI's FOCUS™ [illegible] EAs and [illegible]	Not listed.	2 days.	info@envirotrain.com	Course Manual
ETCI	*Facilitating the NEPA Process*	Provides specific tools including protocols, checklists, and strategies for managing internal Interdisciplinary Teams, contractors, and the public to ensure smooth functioning of the entire NEPA process, from initial scoping to final production of the Environmental Assessment or Environmental Impact Statement	Not listed.	1 day.	**fax (503) 274-1791**	Materials not available
ETCI	*How to Review EAs and EISs*	Helps internal agency reviewers, consulting agency reviewers, and NGO and public reviewers understand what they should be looking for in a NEPA document, where it should be, and how to go about conducting effective and helpful reviews. Council on Environmental Quality and US Environmental Protection Agency guidance is applied to one or more case studies. Participants also will review and analyze national award-winning EISs from several agencies	Not listed.	2-days.		Materials not available
ETCI	*Integrating NEPA with Section 106*	Covers the new National Historic Preservation Act regulations, which provide for a more comprehensive integration of Section 106 compliance with the NEPA process	Not listed.	1 day.		Materials not available
ETCI	*NEPA Briefings*	Designed for top managers who need a quick overview of essential environmental compliance information. Any of the NEPA Toolbox™ workshops can be prepared in a briefing format, so decision-makers know what basic information their staff learn to apply in the longer workshops. All briefings are specifically tailored to the needs of your organization within a broader framework of general principles appropriate to the specific topic.	For top managers who need a quick overview of essential environmental compliance information	1- to 2-hour computer-assisted presentations		Materials not available

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
ETCI	*Positive Public Involvement*	Includes all the tools necessary to design and develop a positive public involvement program under the National Environmental Policy Act, including setting objectives, analyzing the audience, choosing appropriate public involvement methods, and developing public involvement evaluation measures of success	Not listed.	2 days.		Course Manual
ETCI	*Preparing NEPA Documentation*	Combines an overview of the entire NEPA process with hands-on applications to preparing Environmental Assessments and Environmental Impact Statements. Emphasis is placed on Environmental Impact Statements in this workshop; those who mostly prepare EAs should take out EAs with FOCUS course	Not listed.	3-days.		Materials not available
Institute For Wetland & Environmental Education and Research	*Basic Wetland Delineator Training*	This four day course is designed to prepare individuals to be wetland delineators. It begins with two days of hydric soils training with the last two days dedicated to wetland delineation, focusing on the use of the Corps manual, but also discussing key differences between this manual and state methods, where applicable. The course utilizes training materials developed by the Corps for the Wetland Delineator Certification Program (WDCP). The fee includes all course materials -"Wetland Indicators" (Tiner, 1999), The Corps of Engineers Manual, Regional Wetland Plant List, a study guide, plus additional handouts. Students successfully completing this program will be awarded a "certificate of training".	Students are expected to be able to identify wetland plants. Students lacking this skill or needing a refresher should take the two-day plant identification course offered prior to the delineation course	Not listed on website.	www.wetlanded.com	No Response
Institute For Wetland & Environmental Education and Research	*Photointerpretation- for Project Planning and Resource Management*	Photointerpretation skills are invaluable to many environmental professionals. This two-day course provides students with basic skills for interpreting wetlands, forest types, land cover, land use, and other features. Students will work with a variety of aerial photo types and do ground truthing of their work. Steps to successful photointerpretation and sources for purchasing aerial photographs will be covered.		Not listed on website.		No Response

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Institute For Wetland & Environmental Education and Research	*Wetland Regulations and Policy*	This two-day course focuses on federal wetland regulations and policies. It provides students with basic knowledge of these topics. Current issues will be emphasized as policies frequently change. Topics covered will include the history of the Rivers and Harbors Act and the Clean Water Act, Federal Wetland jurisdiction, the 404(b)(1) guidelines, mitigation sequencing, enforcement, the Food Security Act and agriculture MOA, nationwide permits, wetland grants, other incentives, and the latest wetland policy developments. The course features classroom lectures, case histories, and mini-workshops using various scenarios from actual permit applications.		Not listed on website.	www.wetlanded.com	No Response
Mangi Educational Technologies	*Comprehensive Environmental Response, Compensation and Liability Act Course*	This CD describes the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA) and its requirements, and also addresses the Superfund amendments and Reauthorization Act (SARA).			http://www.mangi.com/cercla.html	No Response
Mangi Educational Technologies	*Considering Project Effects Under NEPA*	This is a unique course tailored to NEPA practitioners who need more information on indirect, direct, socio-economic and cumulative effects. It provides more detail than found in 40 CFR 1500 et al.			http://www.mangi.com/cnepa.html	No Response
Mangi Educational Technologies	*Department of Energy NEPA Course*	The Department of Energy NEPA Course, as presently completed, covers the history and Congressional intent of NEPA, NEPA's required action, why it was required, and the relationship to "the action-forcing mechanism" and establishes the DOE theme of using NEPA as a Planning Tool.			http://www.mangi.com/doenepa.html	No Response

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Mangi Educational Technologies	*Environmental Justice*	This course is based on a notional rural community and the various problems it experiences when it considers expanding a water treatment plant. It presents several different environmental situations as well as related Environmental Justice issues. By taking the course, various environmental issues can be played out and resolved			http://www.mangi.com/ej.html	No Response
Mangi Educational Technologies	*NEPA*	This course is designed to provide a broad overview of the purpose and policy goals of the National Environmental Policy Act. Specifically this course will: Describe NEPA, its purpose and Policy; Explain what the regulation developed by the Council on Environmental Quality are, and how federal agencies supplemented these regulations for their specific programs; Assist you in identifying the elements of NEPA that are applicable to your agency; Emphasize and illustrate the importance of starting the NEPA process as early as possible in any proposed action			http://www.mangi.com/nepa.html	No Response
Richard Chinn Environmental Training, Inc.	*Army Corps of Engineers Wetland Delineation & Management Training*	Covers, in detail, the knowledges necessary for one to delineate wetlands per the accepted protocols of the Army Corps of Engineers and many state and local agencies; and satisfies the training requirement to become a Certified Wetland Delineator.	Designed for the novice, the wetland manager with limited experience and the seasoned wetland manager seeking refresher re-training,	Price not listed on website.50% (2 days) Classroom material and 50% (2 days) Field training	http://www.richardchinn.com	No Response
Shipley Group	*Cultural and Natural Resource Management*	Learn to identify stewardship responsibilities included in major cultural and natural resource laws and regulations, including the ESA and NHPA. Develop an understanding of the cultural and natural resource legal compliance steps, and review how to integrate compliance into the agency mission	Participants for this course generally include resource managers, environmental planners, resource specialists, agency decision makers, and others who need an overview of cultural and natural resource management.	Tailored to meet participants' needs.	The Shipley Group, Inc.; 1584 South 500 West, Suite 201; Woods Cross, UT, 84010; 888-270-2157; sid.allen@shipleygroup.com	Materials not available

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Shipley Group	*Endangered Species Act Overview*	Learn about the requirements and procedures for complying with the ESA by reviewing the history of the law and the section 7 consultation process and section 10 permit process.	Participants for this course generally include resource managers, environmental planners, resource specialists, agency decision makers, and others who need an overview of the ESA process.			Course Manual
Shipley Group	*Environmental Conflict Negotiation*	Environmental specialists who carefully manage the environmental process will develop valuable skills and techniques in environmental conflict negotiation, management and policymaking.	Participants for this training generally include governmental agencies involved in environmental or resource management as well as organizations engaged in environmental decision-making.			Materials not available
Shipley Group	*NEPA Effects Analysis and Documentation*	NEPA Effects Analysis and Documentation is designed to give participants detailed understanding of the legal framework for effects disclosure. Students will learn a 10-step process for effects analysis, including how to do cumulative effects analysis	Participants in this training include NEPA coordinators, technical specialists; IDT teams, decisionmakers, and reviewers of NEPA documents	$885		Materials not available

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Shipley Group	*NEPA Process Management*	Learn how to fulfill the spirit and letter of NEPA and CEQ. They also explore how good decisionmaking, analysis, and documentation all must integrate to prepare a legally compliant EIS, EA, FONSI, ROD, or CE/CATEX.	Participants for this training generally include resource specialists, team leaders, decision makers, and other agency professionals who must understand the NEPA process to fully execute their responsibilities as outlined in the Act and implementing regulations.			Materials not available
Shipley Group	*NEPA Project and Program Management*	This includes prototyping the document before writing begins and determining what tasks might be done by contractors and what can be done by the agency. There are three items or modules covered: 1) Tasking out the jobs of writing a NEPA document so that the project can be managed. 2) Reviewing the NEPA document to insure a quality product. This follows directly from the first module. And 3) Managing the NEPA program. How do you integrate the tasks of one document into those of the others that	The target audience consists of State and Federal agencies and private industry executives. Environmental Coordinators, Planning Staff Officers, and Line officers.			Materials not available
Shipley Group	*NEPA Writing Workshop*	Learn how to plan/scope the writing process for NEPA documents including presenting technical information, making graphics, writing chapters, and reviewing for accuracy.	Participants for this training generally include technical specialists; IDT teams, decisionmakers, and reviewers of NEPA documents	$1,210		Course Manual

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Shipley Group	*Overview of the NEPA Process*	Learn about NEPA's procedural requirements and implementing process, and explore the steps to preparing a quality Environmental Impact Statement (EIS) or Environmental Assessment (EA).	Participants for this training generally include managers, responsible officials, and primary staff who need to learn NEPA skills; agency professionals responsible for leading NEPA analysis; and representatives from public or private groups and contractors requiring an understanding of NEPA.			Materials not available
Shipley Group	*Public Response and Content Analysis Management*	Learn how to plan a project effectively by understanding the tools and techniques to ensure success through all four stages of a project life cycle.	Participants for this training generally include environmental coordinators, team leaders, resource specialists and decision=makers involved in preparing environmental projects.			Materials not available
Shipley Group	*Team Building for NEPA Specialists*	Learn principles and procedures for establishing and managing effective interdisciplinary teams.	Participants for this training generally include environmental coordinators, team leaders, resource specialists and decision=makers involved in preparing NEPA documents.			Materials not available

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Shipley Group	*Technical Writing for Environmental Specialists*	Participants in this 3-day course become more efficient writers/designers by learning how to analyze a writing situation, plan a document, write effectively, manage a review process, edit their work, and write in a variety of media, including online	Participants for this training generally include technical writers and document designers	$835		Materials not available
SWCA, Environmental Consultants	*Comprehensive NEPA*	This "boot camp" style NEPA course uses an interactive approach to learning NEPA with participants. The course focuses on exploring each phase of the NEPA process, including formulation of alternatives to meet project purpose and need, appropriate public involvement, impact analysis, publication of a decision, and maintenance of an administrative record.	Course is designed for NEPA novices and experts: agency environmental coordinators, project managers, team leaders, resource specialists, decision-makers, consultants.	4 days	Brittany Bennett Training Coordinator SWCA Environmental Consultants 257 East 200 South, Suite 200 Salt Lake City, UT 84111 p 801.322.4307 f 801.322.4308	Power Point Slides
SWCA, Environmental Consultants	*NEPA Project Management*	Course is designed for highly experienced NEPA practitioners whose goals are to learn how to better manage NEPA projects. Topics include: managing an interdisciplinary team, scheduling, timeline control and budget estimation techniques, streamlining document writing and review, and techniques to resolve resource and personnel conflicts.	Project managers, Agency Environmental Coordinators, NEPA specialists	2 days		Power Point Slides

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
SWCA, Environmental Consultants	*The Cultural Side of NEPA*	This course helps those who specialize in NEPA understand the range of cultural values that may be present in the environment, the special legal requirements and professional approaches that apply to different cultural aspects of the environment.	NEPA Specialists, cultural resource specialists.	2 days		Power Point Slides
Tetra Tech, Inc.	*Endangered Species Act*	This is an opportunity to learn from those who regularly work with these regulations. The workshop will give you practical advice on how to avoid regulatory delays common in many projects and is designed for all skill levels. In the field section of the wetlands workshop we will review wetlands identification techniques, identify possible regulatory issues and develop enhancement strategies to deal with mitigation requirements.		Half day; Sep 15, 2005	1-877-GO-TETRA	Materials not available
Tetra Tech, Inc.	*Implementation of NEPA on Federal Lands and Facilities*	Covers compliance with NEPA and helps participants develop a thorough understanding of the law, Council on Environmental Quality regulations, the NEPA process, past court decisions, and case law and agency practices. New issues - biodiversity, environmental justice, sustainable development, and cumulative effects analysis - are also addressed	Mid-level and senior project managers	Five day course. Dates and Locations to be announced.	1-877-GO-TETRA	Materials not available
Tetra Tech, Inc.	*NEPA Workshop*	This course provides practical advice on the nuts and bolts of working with this far-reaching environmental law. The course focuses on case studies of federal actions requiring NEPA review and provides practical lessons from the field. NEPA veterans share the lessons they have learned to help you sharpen your NEPA skills. Our NEPA staff also suggest approaches to some of the common problems that EIS preparers encounter.	This course is designed for individuals with all levels of NEPA experience.	http://www.ttsfo.com/NEPA/fall2005.htm		Course Manual & Power point slides

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Tetra Tech, Inc.	*NEPA: Cumulative Impacts*	A follow-on workshop addresses Cumulative Impacts Analysis. In the last several years, the Council on Environmental Quality, federal agencies, and the courts have paid increasing attention to developing and improving cumulative impact analysis in NEPA documents. Courts and federal agencies have also stressed the need to present accurate scientific information that is necessary to understanding and predicting cumulative impacts. This workshop, designed for individuals with intermediate or advanced levels of NEPA experience, provides extensive information on cumulative impact analysis contained in CEQ and EPA guidance, NEPA documents and recent case law.		Half day; Sep 16, 2005	1-877-GO-TETRA	Course Manual & Power point slides
Tetra Tech, Inc.	*NEPA: Effective Community Outreach*	A follow-on half-day workshop addresses public outreach and communication. This workshop, designed for individuals with all levels of NEPA experience, provides information on key steps to ensure effective outreach and potential pitfalls.		3 days; Sep 13-15, 2005	1-877-GO-TETRA	Course Manual & Power point slides
Tetra Tech, Inc.	*Wetlands Workshop*	This is an opportunity to learn from those who regularly work with these regulations. The workshop will give you practical advice on how to avoid regulatory delays common in many projects and is designed for all skill levels. In the field section of the wetlands workshop we will review wetlands identification techniques, identify possible regulatory issues and develop enhancement strategies to deal with mitigation requirements.		1 day; Sep 16, 2005	1-877-GO-TETRA	Materials not available

Appendix D3:
Training Courses Offered by Private Firms

Company	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/Sponsor Response
Wetland Training Institute, Inc.	*Basic Wetland Delineation*	This is the basic course on the application of the 1987 Wetland Delineation Manual in use by the Army Corps of Engineers (Corps) and is based in part upon official Corps training materials. Participants will learn the technical guidelines for wetlands, field indicators of hydrophytic vegetation, hydric soils, and wetland hydrology, methods for making jurisdictional determinations, methods to apply in disturbed areas, and recognition of problem wetlands. Each participant will receive a copy of the Field Guide for Wetland Delineation and lecture notes. Class time is divided evenly between lecture and field work. Participants who successfully complete the course will receive a certificate of training. This course qualifies as basic training for those preparing to be tested for the Corps' proposed Wetland Delineator Certification Program.		5 Days - $875. 10 different locations across the country in 2004. Contact: www.wetlandtraining.com, getinfo@wetlandtraining.com.		No Response
Wetland Training Institute, Inc.	*Federal Wetland/Waters Regulatory Policy*	Provides knowledge necessary to proceed through the Corps permit process with a minimum of cost and delay. Progress from a basic understanding of what the federal laws, regulations, and policies require and how the judicial decisions have affected them to a familiarity with the jargon, definitions, nationwide and individual permits, mitigation policies, and the administrative appeals processes.		3 1/2 Days - $800. Offered twice in 2004, in Hawaii and Las Vegas.	www.wetlandtraining.com	No Response

** Materials not available* = Course is custom designed or sponsor was only able/willing to send a sample of materials at this time.

NON-PROFIT COURSES

Appendix D4:
Training Courses Offered by Non-profit Organizations

Organization	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/ Sponsor Response
American Law Institute/American Bar Association (ALI-ABA)	*Clean Water Act: Law and Regulation*	The program covers the Clean Water Act's regulatory program in depth, with special attention to recent developments under and potential reforms to the National Pollutant Discharge Elimination System (NPDES) program, the controversial new blending rule, and implementation of the total maximum daily load (TMDL) program. A Congressional panel provides insights into pending legislation related to the Clean Water Act. Pressing issues such as addressing threats to water security, understanding the nexus between water quantity and quality issues, and solving the infrastructure finance gap also are examined. The program also considers enforcement actions and litigation under the Act. In addition to legal analyses, science and policy perspectives are presented.	The course is designed for attorneys and other professionals involved in different aspects of water quality or environmental protection, including litigation. It is, however, also of value to non-professionals interested in the subjects.	Washington, D.C. Tuition $895	Alexander Hart; ALI-ABA, 4025 Chestnut Street, Philadelphia, PA 19104-3099, or call (215) 243-1630 or (800) CLE-NEWS (253-6397), extension 1630	Course materials for sale only
American Law Institute/American Bar Association (ALI-ABA)	*Historic Preservation Law*	This course examines not only the value of historic preservation to our Nation and our communities, but also the ways in which preservation has increased real estate values and enabled revitalization of areas. The course explores the business aspects of preservation, including tax laws and real estate opportunities (and easements for structures, open areas and historic monuments, locations, and other nationally recognized properties). It also looks at current developments in historic preservation litigation. The course considers recent court decisions in the "takings" area and other constitutional developments relating to landmarking of properties, including the complex issue of landmarking historic religious properties and easements.	The course is designed for attorneys and other professionals involved in different aspects of historic preservation, including landmarks and historic district ordinances, real estate development, tax planning, and related litigation. It is, however, also of value to non-professionals interested in these subjects.	15 hours of instruction. Washington, D.C. Tuition $895	Alexander Hart; ALI-ABA, 4025 Chestnut Street, Philadelphia, PA 19104-3099, or call (215) 243-1630 or (800) CLE-NEWS (253-6397), extension 1630	Course materials for sale only

Appendix D4:
Training Courses Offered by Non-profit Organizations

American Law Institute/American Bar Association (ALI-ABA)	*Wetlands Law and Regulation*	The program covers the Clean Water Act's section 404 regulatory program in depth. Senior professionals discuss recent policy changes and anticipated new programs. Special attention is paid to the significant practical issues involved with permits and mitigation. The professionals making the law address recent regulatory changes and case decisions in this complex arena. The course includes science and policy perspectives and the latest information on wetlands restoration and mitigation. Enforcement actions for regulatory violations and defenses, as well as Fifth Amendment and Commerce Clause challenges to federal regulatory power, are closely examined. The course features an hour on professional responsibility issues and ethics concerns in the wetlands law practice context. Time is reserved throughout the program to address registrants' written questions.	The course is designed for attorneys and other professionals involved in different aspects of wetlands delineation and preservation, including real estate development and related litigation. It is, however, also of value to non-professionals interested in these subjects.	Not available.	Alexander Hart; ALI-ABA, 4025 Chestnut Street, Philadelphia, PA 19104-3099, or call (215) 243-1630 or (800) CLE-NEWS (253-6397), extension 1630	Course materials for sale only
American Law Institute/American Bar Association (ALI-ABA)	*Environmental Impact Assessment: NEPA and related Requirements*	Covers the present state of the law and practice pertaining to NEPA, "Little NEPAs," and the EIS process. Ecosystem analysis is an important part of this program. The faculty includes some of the most experienced government agency officials and attorneys, private attorneys, and environmental consultants engaged in environmental assessments and EIS preparation, as well as in federal and state court litigation under the Act.	The course is offered to serve the needs of attorneys, government agency and corporate personnel, environmental consultants, and others engaged in the NEPA and "Little NEPA" process.	2.5 days (18 hours) Washington, D.C. Tuition $895		Course materials for sale only

Appendix D4:
Training Courses Offered by Non-profit Organizations

American Society of Civil Engineers	*GIS Application in Water, Wastewater, and Stormwater Systems*	This course will teach you how to apply the power of GIS to manage your water, wastewater, and stormwater systems. It will also enable you to realize the full potential of GIS technology in solving water-related problems. You will be able to decide whether a given situation or problem has a GIS application. You will also learn what kind of effort and resources are required in GIS application projects. This course will not train you in use of a particular GIS software. It is not intended to help you start working in a GIS production shop; generally that is the job of technicians.This course will show you how to study a problem, determine whether GIS will provide a good solution, and with the help of your GIS staff implement that solution.	This course is ideally suited for civil and environmental engineering project engineers and project managers involved in the management of water, sewer, and stormwater systems. Other professionals, such as consultants, water resource planners, hydrologists, university researchers and professors, city managers, city planners, water and sewer utility engineers and managers, and government employees involved in GIS and water related work will also benefit from this course.	Not Listed.		No Response
American Society of Civil Engineers	*NPDES Storm Water Compliance*	This seminar provides practical and realistic measures for complying with the EPA's most recent requirements for storm water discharge permits issued for industrial and construction activities, and for municipalities. Although the seminar's primary focus is national regulation, some state and regional concerns will be addressed.	Civil and Environmental Engineers, Municipal Engineers, Facility Compliance Officers, Site Development Planners, Plant Operations, Managers, Technical Operations Personnel, General Contractors, Owners and anyone involved in the design and operation of industrial facilities, construction activities, or public drainage systems.	Not Listed.		No Response

Appendix D4:
Training Courses Offered by Non-profit Organizations

American Society of Civil Engineers	*Wetlands and 404 Permitting*	Topics covered include: Identification of wetlands and why their protection is important; How to tell when 404 permits are required and when they may be avoided; Different types of 404 permits and the specific processes involved in obtaining each; Recommendations for successful maneuvering through the permitting process; Technical aspects of wetlands creation and mitigation; Incorporation of wetlands into project planning; Local definitions of wetlands; Wetlands banking; and Numerous examples of 404 permitting in recent public and private projects.	This seminar is for those involved in issues of land use —engineers, attorneys, scientists, planners and developers — as they are likely to confront wetlands issues and 404 permitting.While content is generally geared for the project planner with limited knowledge of wetlands, the seminar benefits those at various levels of experience and expertise.	Not Listed.		No Response
Environmental Concern, Inc., Professional and Educational Courses	*Evaluation for Planned Wetlands (EPW)*	This course is designed to provide an understanding of the Evaluation for Planned Wetlands (EPW) functional assessment procedure. The participant will learn the theory and practical applications for six wetland functions as they pertain to shoreline bank stabilization, water quality, wildlife, fisheries, sediment stabilization, and uniqueness/heritage. Data will be collected from field sites and analyzed with final results compared between group teams. The participants will also be introduced to using EPW in functional wetland design. Group teams will prepare conceptual plans and assess the functions to determine if planned wetland goals have been achieved. The instructor will compare and contrast other wetland evaluation procedures. The course will also cover use of EPW as a mitigation site selection procedure for functional ability.	Not Listed.	Not Listed.		No Response
Environmental Concern, Inc., Professional and Educational Courses	*Wetland Assessment Procedures*	The wetland assessment procedures most widely employed throughout the U.S. is introduced in this two-day course. During a class exercise the most common assessment procedures are used in a manner that illustrates the different approaches. Participants practice the decision process for selecting appropriate functional assessment procedures. Course includes copy of A Comprehensive Review of Wetland Assessment Procedures.	Not Listed.	Not Listed.		No Response

Appendix D4:
Training Courses Offered by Non-profit Organizations

Environmental Concern, Inc., Professional and Educational Courses	*Wetland Delineation*	Students and professionals just entering the field of wetland science, as well as those needing a review, should attend these five-day (40-hour) on the 1987 Corps of Engineers wetland delineation method. The course covers the Clean Water Act Section 404 regulations, individual wetland parameters of vegetation, soils, and hydrology. Both routine and comprehensive methods as well as atypical situations and problem area wetlands are covered. Participants complete several wetland delineations.	Not Listed.	Not Listed.		No Response
Environmental Concern, Inc., Professional and Educational Courses	*Wetland Law and Policy*	This two-day course will provide you with a better understanding of the legal and policy aspects of wetland regulation. Topics will include jurisdictional issues, the permitting process, the role of various agencies, wetland mitigation, and regulatory takings.	Not Listed.	375. Two-day course. May 20-21, 2004. Enviornmental Concern - St. Michael		No Response
Environmental Concern, Inc., Professional and Educational Courses	*Wetland Mitigation Assessment*	This one-day course is designed to give you the knowledge and skills to correctly review, assess and comment on wetland mitigation plans to ensure long-term viability and functional stability. Learn how to read a plan and effectively comment on the plan based on sound wetland construction methodology. Course includes an introduction to wetland regulatory and policy issues as they relate to compensatory mitigation.	Not Listed.	$275. One-day course. October 6, 2004. Environmental Concern - St. Michaels, MD		No Response
Environmental Concern, Inc., Professional and Educational Courses	*Wetland Mitigation Design*	This course teaches how to design a functionally appropriate and stable mitigation plan. Topics covered will include wetland water budgeting, subsurface characteristics, planting plans, overall specifications and working with regulatory agencies.	Not Listed.	$275. One-day course. October 7, 2004. Environmental Concern - St. Michaels, MD		No Response

Appendix D4:
Training Courses Offered by Non-profit Organizations

National Preservation Institute	*CERCLA and NHP Coordination for Superfund Sites*	Identify opportunities to coordinate Comprehensive Environmental Response, Compensation and Liability Act (CERCLA) and National Historic Preservation Act (NHPA) responses at Superfund remediation sites that may include cultural sites of be a historic property. Focus on how to anticipate and plan for incorporation of the Section 106 process into project management and community consultation. Learn how to determine if NHPA applies, evaluate the use of feasibility and risk assessments, and discuss the conclusion and resolution of the process.	Federal, state, local, and tribal officials; contractors; and community representatives involved in Superfund site remediation.	$375	Gerry Gibber; 703-765-0100	Deferred
National Preservation Institute	*Conflict Resolution and Negotiation Tools for Cultural and Natural Resource Projects*	Laws and regulations related to cultural and natural resources often require participatory processes that can be mired in conflict and misunderstanding. Projects frequently can be more effectively navigated when stakeholders use collaborative processes to identify and resolve problems during consultation. Learn how to design and manage a collaborative process and how to use a range of tools associated with negotiation and consensus building through participatory role-plays, interactive exercises, and case studies	Agency, industry, consulting firm, and nonprofit decisionmakers, cultural and natural resource project managers, and public involvement managers.	$525	Gerry Gibber; 703-765-0100	Deferred
National Preservation Institute	*CRM Compliance for Non-Specialists*	Discuss for to survive and thrive wearing the "second-hat" of cultural resource manager when you've been assigned as an agency's cultural resource manager or historic preservation officer. Learn how to deal with legal responsibilities under Section 106 of the National Historic Preservation Act and other cutural resource authorities and examine how these relate to laws such as NEPA, CERCLA, and the Endangered Species Act.	Managers in agencies, tribes, and citizens' groups with beckgrounds in disciplines such as biology, contracting, engineering, facilities management, geology, law, real estatem and soil science.		Gerry Gibber; 703-765-0100	Deferred
National Preservation Institute	*Decisionmaking for Cultural and Natural Resources in the Legal Environment*	The management of cultural and natural resources and cultural property collections requires knowledge of the relevant law, the legal process, and specific obligations, and an understanding of the manager's responsibilities. Learn how to navigate the legal environment and survive scrutiny by a variety of constituencies. Discuss how to evaluate choices that lead to creative solutions and sound decisionmaking, while limiting or quickly resolving legal actions.	Cultural or natural resource managers and staff responsible for decisionmaking.	$525	Gerry Gibber; 703-765-0100	Deferred

Appendix D4:
Training Courses Offered by Non-profit Organizations

National Preservation Institute	*GIS: Practical Applications for Cultural Resource Projects*	Review geographic information system (GIS) concepts combining spatial technologies and database management systems in the area of historic preservation. Learn how to use GIS applications for identification, evaluation, protection and preservation of cultural resources. From assisting with inventories, to mapping historic districts and battlefields, to mitigating the impact of disasters on historic areas, GIS technology can be used to provide a better basis for planning and decisionmaking for the nation's heritage.	Archaeologists, cultural resource managers, planners, landscape architects, and historians.	$375	Gerry Gibber; 703-765-0100	Deferred
National Preservation Institute	*Identification and Evaluation of Mid-20th-Century Buildings*	in post-World War II America, buildings, suburbs, and towns sprang up like lawn weeds. Discuss how those structures fit into today's and tomorrow's historic preservation patterns. With an emphasis on the 1950's, examine the ers-specific factors that help to identify and evaluate post-war buildings in terms of their significance for listing on the National Register of Historic Places.	Architectural historians; federal, state, and local agency cultural resource managers; preservation consultants	$375	Gerry Gibber; 703-765-0100	Deferred
National Preservation Institute	*Identification and Management of Traditional Cultural Places*	"Traditional cultural places" (TCPs) are important for the roles they play in community cultural traditions, beliefs, and activities. They may be considered in planning under the National Environmental Policy Act, the National Historic Preservation Act, Executive Orders 12898 and 13007, and other authorities. This seminar explores definitions and methods of identifying and managing impacts on TCPs.	Managers responsible for compliance requirements; tribal leaders; preservation and environmental contractors; community planners.	$375	Gerry Gibber; 703-765-0100	Deferred
National Preservation Institute	*Integrating Cultural Resources in NEPA Compliance*	Learn about environmental assessment, cultural resource management, and historic preservation responsibilties and their implementation. Assess practical applications for effectively combining the analyses required by the National Environmental Policy Act, related environmental regulations, and the National Historic Preservation Act.	managers responsible for compliance requirements; historic preservation, archaeological, and environmental consultants	$375. Three dates for this course are currently listed in Kansas City, Washington D.C. and Cheyenne.	Gerry Gibber; 703-765-0100	Deferred

Appendix D4:
Training Courses Offered by Non-profit Organizations

National Preservation Institute	*Native American Cultural Property Law*	Review the use of federal, state, and tribal law to manage and protect Native American cultural property under NAGPRA, ARPA, the Antiquities Act, NHPA, NEPA, AIRFA, The Indian Arts and Crafts Act, Sacred Sites, and selected state and tribal codes, with special emphasis on the collections aspects of NAGPRA. Discussion will cover the government-to-government obligations of federal and state agencies, the fiduciary responsibility to tribes, and applications related to cultural property through human rights law (sec. 1983), contract and tort applications, and intellectual/intangible property law.	Lawyers, resource managers, land use planners, historic preservation officers and tribal liaisons for state, tribal, and federal agencies and tribal staff.	$375	Gerry Gibber; 703-765-0100	Deferred
National Preservation Institute	*Section 106: A Review for Experienced Practitioners*	Review regulations, standards, guidelines, and related laws relevant to Section 106 review. Discuss issues, problems, and "tricks of the trade", with an emphasis on ways to employ creativity and flexability to reduce complexity and improve effectiveness.	Experienced practitioners of Section 106 review who need a general update	$375. Three dates for this course are currently listed in Denver, Minneapolis/ St. Paul and Santa Fe.	Gerry Gibber; 703-765-0100	Deferred
National Preservation Institute	*Section 106: An Introduction*	Learn the basics of project review under Section 106 of the National Historic Preservation Act. This seminar emphasizes praticalities - how to avoid pitfalls and victimization by myths. Discuss recent changes in regulations and procedures, with an emphasis on coordination with the National Environmental Policy Act and other laws.	cultural resource and environmental consultants; federal, state, local, and tribal officials and planners	$525. Six dates for this course are currently listed in Honolulu, Juneau, Madison, Tallahassee, Lincoln and Cheyenne.	Gerry Gibber; 703-765-0100	Deferred

Appendix D4:
Training Courses Offered by Non-profit Organizations

National Preservation Institute	*Section 106: How to Negotiate and Write Agreements*	this advanced seminar focuses on negotiating and writing memoranda of agreement and programmatic agreements under Section 106 of the National Historic Preservation Act. Learn about programs to avoid and guidelines to consider, and how to use- and not misuse - online resources and other tools.	Experienced practitioners of Section 106 review and/or veterans of an introductory seminar who need help in developing agreements.	$525. Three dates for this course are currently listed in Sacramento, St. Paul and Austin.	Gerry Gibber; 703-765-0100	Deferred
National Preservation Institute	*Section 4(f) Compliance for Transportation Projects*	Section 4(f) of the DOT Act of 1966 is triggered by projects funded or approved by a U.S. DOT agency that propose the use of historic property or land from a publicly owned park, recreation area, or refuge. This course examines the stringent approval standards of this substantive law and discuss ways to better integrate and streamline Sections 4(f) and 106 with the National Environmental Policy Act (NEPA) process.	Federal and state managers and consultants preparing compliance documents for federal DOT actions under Section 4(f), NEPA, and/or NHPA.	$375. Two dates for this course are currently listed in Madison and San Francsico.	Gerry Gibber; 703-765-0100	Deferred
Project for Public Spaces	*Context Sensative Solutions*	Several state Departments of Transportation have hired Project for Public Spaces to train DOT staff, providing them with the tools to understand and implement Placemaking in transportation – an approach that has recently been called Context-Sensitive Solutions.	State DOTs	Not Listed.		No Response
SRI Foundation	*Integrating Section 106 and the National Environmental Policy Act*	This workshop presents the principles and practice of integrating NEPA and Section 106 of NHPA. It provides a brief overview of the basics of Section 106 and NEPA and examines best practices for integrating the two statutes within the context of current national environmental-streamlining efforts.	Individuals with experience in Section 106 and/or NEPA.	Not Listed.	Terry Klein; (505) 892-5587; tklein@srifoundation.org	No Response
SRI Foundation	*Technical Writing for CRM Professionals*	Workshop is designed to teach basic writing skills and techniques, focusing on four provlem areas: logic, organization, language, and usage.	Not Listed.	Not Listed.	Lynne Sebastian (505) 892-5587; lsebastian@srifoundation.org	No Response

ACADEMIC COURSES

Appendix D5:
Training Courses Offered by Academic Institutions

Institution	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/ Sponsor Response
Duke University, Environmental Leadership Program	*Accounting for Cumulative Effects in the NEPA Process*	This two and one-half day workshop will review cumulative effects concepts and principles, scoping techniques, baseline conditions and information sources and methods for effects identification and prediction. Examples of cumulative effects analysis with possible appropriate responses will be presented.	Not listed.	$695 for early registration. $775 thereafter. 2.5 days. Duke University, Durhan, NC	Duke University (919)613-8082 www.env.duke.edu	Course Manual
Duke University, Environmental Leadership Program	*Current and Emerging Issues in Managing the NEPA Process*	Not Listed	Not Listed	Not Listed	Duke University (919)613-8082 www.env.duke.edu	No Response
Duke University, Environmental Leadership Program	*Forest Appraisal*	Not Listed	Not Listed	Not Listed	Duke University (919)613-8082 www.env.duke.edu	No Response
Duke University, Environmental Leadership Program	*Geographic Information Systems Analysis for Conservation Site Design*	Not Listed	Not Listed	Not Listed	Duke University (919)613-8082 www.env.duke.edu	No Response
Duke University, Environmental Leadership Program	*Implementation of the National Environmental Policy Act*	Not Listed	Not Listed	Not Listed	Duke University (919)613-8082 www.env.duke.edu	No Response
Duke University, Environmental Leadership Program	*Making the NEPA Process More Efficient: Scoping and Public Participation*	Not Listed	Not Listed	Not Listed	Duke University (919)613-8082 www.env.duke.edu	Course Manual

Appendix D5:
Training Courses Offered by Academic Institutions

Institution	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/ Sponsor Response
Duke University, Environmental Leadership Program	*NEPA Certificate Program*	DEL plans to launch a series of certificate programs for both practicing professionals and graduate students who are pursuing careers in natural resource management and policy. Students enrolling in three to five courses in particular focal areas within the DEL Program will qualify for certificates designated for those areas. Proposed areas include conservation biology, water quality assessment, natural resource economics, and geospatial technologies.	Not listed.		Duke University (919)613-8082 www.env.duke.edu	
Duke University, Environmental Leadership Program	*New Advances in Ecological Risk Assessment*	Overview of ecological risk assessment and demonstration or risk assessment of toxic chemical to the ecological environment. Emphasis on aquatic environments through discussions and examples, case study applications and class exercises with actual data	Not Listed	Not Listed	Duke University (919)613-8082 www.env.duke.edu	No Response

Appendix D5:
Training Courses Offered by Academic Institutions

Institution	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/ Sponsor Response
Duke University, Environmental Leadership Program	*Preparing and Documenting Environmental Impact Analyses*	Rather than focusing on just what is required by regulations, participants will learn practical methods and techniques for applying the various steps of the NEPA process and be able to apply them in work group exercises. Upon completion of the course, the participants can expect to be better able to lead and/or participate in the assembly and analysis of environmental information, and in drafting or reviewing its documentation required by NEPA. The course includes a half-day review of "NEPA basics".	This is a course for the novice "NEPA writer or reviewer." It will be especially useful for entry and junior level federal agency professionals whose duties will require direct involvement in the preparation or review of EAs and EISs. A similar audience will be drawn from the contractor community which assists federal agencies in environmental impact analysis and the preparation and review of required documents.	$990 for early registration. $1090 thereafter. Duke University, Durhan, NC	Duke University (919)613-8082 www.env.duke.edu	No Response
Duke University, Environmental Leadership Program	*Satellite Remote Sensing for Conservation Analysis*	Not Listed	Not Listed	Not Listed	Duke University (919)613-8082 www.env.duke.edu	No Response

Appendix D5:
Training Courses Offered by Academic Institutions

Institution	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/ Sponsor Response
Duke University, Environmental Leadership Program	*Socioeconomic Impact Analysis Under NEPA*	This course will address the need and legal mandate for socioeconomic impact assessment which includes the National Environmental Policy Act, the Executive Order on Environmental Justice, and case law. It will address the role that human communities play in responding to, adapting to, and resisting change brought on by major federal actions. With a focus on hands-on experience, the course instructors will assist participants in all steps in the preparation of socioeconomic impact baselines and projections. Special emphasis will be on data, techniques and models available through electronic media (principally the Internet and CD-ROM). Participants will learn how to use the Census data via the Internet, how to analyze the distribution of impacts across social groups (environmental justice) and how to collect qualitative information about social groups. In addition, guidelines and principles for socioeconomic impact assessment will be presented.	Not listed.	$695 for early registration. $775 thereafter. 3-day workshop. Duke University, Durhan, NC	Duke University (919)613-8082 www.env.duke.edu	No Response

Appendix D5:
Training Courses Offered by Academic Institutions

Institution	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/ Sponsor Response
Duke University, Environmental Leadership Program	*The Law of NEPA*	This course will examine the statute, the CEQ regulations and its guidance memoranda, agency regulations, and the case law. The topics include whether an EIS needs to be prepared, the standards for judicial review of an EA and EIS, judicial review of categorical exclusions, alternatives, cumulative effects, the "purpose and need" for the project or program, and supplementation of the EA or EIS. The class will consider the nature and significance of the administrative record. In addition, the class will analyze and play lawyer on hypothetical situations from the perspectives of the government, the opponents of an activity, and others having an interest in that activity.	This course is designed for both non-lawyers and lawyers who want to develop a deeper understanding of the law of NEPA and the workings of our courts.	$695 for early registration. $775 thereafter. 3 days. Duke University, Durhan, NC	Duke University (919)613-8082 www.env.duke.edu	No Response
Duke University, Environmental Leadership Program	*Tribal Consultation*	Not Listed	Not Listed	Not Listed	Duke University (919)613-8082 www.env.duke.edu	No Response
NEPA Certificate Program (Shipley Environmental, Inc & Utah State University) Required Course	*How to Manage the NEPA Process and Write Effective NEPA Documents*	Participants learn how to fulfill the spirit and letter of NEPA and CEQ. They also explore how good decision making, analysis, and documentation all must integrate to prepare a legally compliant EIS, EA, FONSI, ROD, or CE/CATEX.	Not listed.	3-days. 2 credits.		Course Manual
North Carolina State University, Center for Transportation and the Environment (CTE) Education Program	*Context Sensitive Solutions*	CTE is currently providing training in Context-Sensitive Solutions to staff of the North Carolina Department of Transportation. Other courses are offered when available.	State DOT officials.	Not Listed	http://itre.ncsu.edu/cte/products.htm	No Response

Appendix D5:
Training Courses Offered by Academic Institutions

Institution	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/ Sponsor Response
Northwestern University: Center for Public Safety	*Context Sensitive Solutions*	This two-day workshop will help you become an effective participant in the art of Context Sensitive Solutions. Through lecture and class discussions, you will learn essential CSS methods for rural, suburban and urban settings. Individual and small group exercises allow you to practice the tools and techniques. Illustrative case studies and hypothetical scenarios make the material interesting and lively.	Planners, engineers designers, project managers, and administrators from government agencies and private firms will find these important CSS tools useful in a variety of professional situations.	$500; 2 days	Cameron "Ron" Fisher; 847-491-2650; c-fisher@northwestern.edu	Materials en route
Oklahoma State University	*Cumulative Effects Analysis*	Lecture plus EIS review.	Not Listed	Not Listed		No Response
Oklahoma State University	*EAs and EISs – Review and*	A hands-on practicum.	Not Listed	Not Listed		No Response
Oklahoma State University	*Endangered Species Act compliance and integration with NEPA*	Section 7 process, Habitat Conservation Planning, case studies.	Not Listed	Not Listed		No Response
Oklahoma State University	*Facilitating the NEPA Process*	Tools to streamline NEPA compliance and integrate environmental planning into project design.	Not Listed	Not Listed		No Response
Oklahoma State University	*Introduction to Environmental Impact Assessment*	Covers the following topics: (1) What is EIA? (2) US implementation under NEPA, (3) Level of Documentation, (4) Key concepts, (5) NEPA as umbrella law, (6) What is “significance”?, (7) Geographic scope of analysis; (8) Documents and their parts	Not Listed	Not Listed		No Response

Appendix D5:
Training Courses Offered by Academic Institutions

Institution	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/ Sponsor Response
Oklahoma State University	*National Historic Preservation Act compliance and integration with NEPA*	Section 106 process, case studies.	Not Listed	Not Listed		No Response
University of California Berkeley - Institute of Transportation Studies	*Developing Context Sensitive Solutions for California*	People across California are demanding that transportation projects be better integrated into their communities. This 3-day training program, with sponsorship from Caltrans, is designed to assist Caltrans staff and local agencies respond to this demand. Students will learn the principles of partnering, techniques to identify issues important to the people who live, work, and travel in a community, and methods to better integrate community goals into projects. This approach to planning and designing transportation projects, known as "context sensitive solutions" (CSS), is based on early and active partnerships with communities and other vested stakeholders. CSS processes ensure transportation facilities meet access, mobility and safety needs for all users, including bicyclists and pedestrians. The CSS process creates transportation solutions that communities support.	This course provides an in-depth introduction to the skills needed to implement CSS processes. It is intended for decision-making practitioners including executives, supervisors, policy managers, planners, landscape architects, and engineers, and staff in such functions as Planning and Modal Programs, Local Assistance, Project Delivery, Traffic Operations and Maintenance.		Nate Gilbertson; nateg@berkeley.edu	Course Manual

Appendix D5:
Training Courses Offered by Academic Institutions

Institution	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/ Sponsor Response
University of Florida Training, Research and Education for Environmental Occupations (TREEO) Center	*Advanced Stormwater System Design: How to Get a Permit the First Time; GIS ArcView 3.x; Introduction to GPS Mapping Systems; Migrating to ArcView 8*	Part of the Division of Continuing Education, TREEO provides classroom and online training in various topics: asbestos abatement, backflow prevention, engineering, environmental management systems, field sampling, TIS/GPS, hazardous materials/waste, health and safety, indoor air quality, lead abatement, pollution prevention, solid waste, stormwater management, water quality	Environmental, transportation, safety professionals	University of Florida TREEO Center, Gainesville FL; CEU credits range depending on course.	http://www.treeo.ufl.edu/default.asp	No Response
University of Kentucky	*Context Sensitive Design Workshop*	As of July 2004, the Kentucky Transportation Center has trained nearly 1700 transportation officials in Context Sensitive Solutions through 46 workshops in KY and 18 other states. Each two-day workshop accommodated up to 40 planners, landscape architects, designers, community involvement specialists, and other transportation professionals. KYTC has slowed its national on-demand training, but it still provides training within KY approximately twice a year.				Power Point Slides
University of Minnesota - Center for Transportation Studies	*Context Sensitive design for Local Governments*	In public works today, institutionalizing the Context Sensitive Design and Solutions (CSD&S) philosophy and principles continues to be a challenge. This workshop addressed tough questions and challenges from around the country as well as lessons being learned and innovations being pursued to further excellence in transportation project development using CSD&S philosophy and principles.	State DOTs, MPOs, local governments, FHWA, regulatory agencies, stakeholder associations, nonprofit organizations, consultants			Power Point Slides

Appendix D5:
Training Courses Offered by Academic Institutions

Institution	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/ Sponsor Response
Utah State University NEPA Certificate Program (with the Shipley Group)	*Content Analysis and Public Response Management*	NEPA regulations require public participation on environmental documents. Participants in this course will learn how to establish a comprehensive database of respondents and a systematic approach to receiving and sending comments. The course will also demonstrate a coding structure that will track demographic and subject categories.	Not listed.	1 credit.		Materials not available*
Utah State University NEPA Certificate Program (with the Shipley Group)	*Cumulative Impacts Analysis and Documentation*	This course has three main objectives: 1) to assist participants in developing a scoping and public involvement strategy that leads to a sound cumulative impact analysis; 2) to assess various impact methodologies as to their strengths and weaknesses in supporting the disclosure of impacts, especially cumulative impacts; and, 3) to teach participants how to record cumulative impact information in ways that support clear, legally sufficient EAs and EISs.	Not listed.	1 credit.		Power Point Slides
Utah State University NEPA Certificate Program (with the Shipley Group)	*Effective Environmental Contracting*	Participants will develop an understanding of tools and techniques for efficient and effective management of contracts and contractors. Those working with environmental contractors (competitive sourcing) will be able to prepare a better statement of work (SOW), establish, manage, and maintain timelines and budgets and successfully complete projects	Not listed.	1 credit.		Materials not available

Appendix D5:
Training Courses Offered by Academic Institutions

Institution	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/ Sponsor Response
Utah State University NEPA Certificate Program (with the Shipley Group)	*Environmental Compliance Overview*	This course is designed to help participants understand why environmental compliance is not only desirable and necessary, but also a personal responsibility. It will identify key laws and regulations, with associated penalties that affect environmental compliance. The course also looks at the anticipated future of environmental programs.	Not listed.	1 credit.		Materials not available
Utah State University NEPA Certificate Program (with the Shipley Group)	*Environmental Conflict Management for NEPA*	This course is designed to train participants in environmental conflict negotiation and management. An introduction to the nature of public conflict and management styles will be taught. Specific issues relating to environmental negotiation will be discussed and appropriate approaches and techniques will be taught through hands-on training, role-plays and activities.	Not listed.	1 credit.		Materials not available
Utah State University NEPA Certificate Program (with the Shipley Group)	*Interdisciplinary Team Building*	Participants in this 2-day workshop learn how to effectively and efficiently establish and manage interdisciplinary teams. From defining the project and decision maker to determining roles and responsibilities of the IDT leader and team to completing the analysis, participants who complete this workshop will be much more prepared to manage the process. The workshop also emphasizes the importance of efficient document management and record keeping.	Not listed.	2 days. 1 credit.		Materials not available

Appendix D5:
Training Courses Offered by Academic Institutions

Institution	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/ Sponsor Response
Utah State University NEPA Certificate Program (with the Shipley Group)	*Overview of the Endangered Species Act*	This course is designed to give students an understanding of the Endangered Species Act and its requirements and regulations, as well as the implications if ESA is violated. Learn what triggers the ESA and the Section 7 Consulting process, and explore the issuance of incidental take permits and requirements for habitat conservation plans.	Not listed.	1 credit.		Course Manual
Utah State University NEPA Certificate Program (with the Shipley Group)	*Socio-economic Impact Analysis*	The student will be able to conduct a social impact analysis (SIA) as an integral part of the NEPA process by using social science methods and tools to record, organize, and analyze data.	Not listed.	1 credit.		Materials not available
Utah State University NEPA Certificate Program (with the Shipley Group)	*Clear Writing for NEPA Specialists*	Participants learn how to plan/scope the writing process for a NEPA document including how to present technical information and graphics. They also learn review skills to ensure document effectiveness, clarity, and accuracy.	NEPA Specialists.	3-days. 2 credits.		Course Manual
Utah State University NEPA Certificate Program (with the Shipley Group)	*Cultural and Natural Resource Management*	The purpose of this course is to help students learn how to manage cultural and natural resources on public lands. It addresses the pertinent laws and associated executive orders and regulations pertaining to the preservation of these resources. In addition, it will look at how to integrate cultural and natural resources funding requirements into an environmental budget. (Can be taken as an elective if not used as one of the 4-required courses)	Not listed.	3-days. 2 credits.		Materials not available

Appendix D5:
Training Courses Offered by Academic Institutions

Institution	Course Title	Skills Taught	Target Audience	Cost, Length and Location	Contact	Materials Received/ Sponsor Response
Utah State University NEPA Certificate Program (with the Shipley Group)	*Environmental Risk Communication*	Participants learn the meaning and application of risk communication and explore the full range of response communication, from developing a communication plan and strategy to standing before an audience in high risk, low trust situations to responding in writing to public concern.	Not listed.	3-days. 2 credits.		Materials not available
Utah State University NEPA Certificate Program (with the Shipley Group)	*Reviewing NEPA Documents*	Participants learn how to systematically review the full range of NEPA documents: EISs, RODs, EAs, FONSIs, and CEs/CATEXs. They also learn to present clear review findings for NEPA documents, which analyze a range of alternatives and disclose all potential impacts.	Not listed.	3-days. 2 credits.		Materials not available

** Materials not available* = Course is custom designed or sponsor was only able/willing to send a sample of materials at this time.