Comprehensive Training Plan

WDFW – Habitat Program

April 12, 2017

Contents

Introduction

The Washington Department of Fish and Wildlife (WDFW) Habitat Program manages, protects, and restores ecosystems of fish, wildlife, and their habitats for the long term benefit of the people of the state. Protection of fish life and fish habitat through implementation of the Hydraulic Code (Chapter 77.55 RCW) is an important element of our work and is one example of working across disciplines to solve problems. Habitat Program staff also promote the use of Priority Habitats and Species (PHS) information in local government land use decision making under Washington's Growth Management and Shoreline Management Acts. Furthermore, Habitat Program staff bring best available science and valuable technical expertise to habitat restoration efforts for imperiled fish and wildlife species through coordination with local, state and federal governments, local lead entities, regional fish enhancement groups, tribes, and other entities working towards listed species recovery.

The success of these employees depends on many things, including, but not limited to their:

- expert knowledge of fish and wildlife species and habitat requirements;
- their knowledge of the local, state, and federal laws and regulations related to fish and wildlife habitats;
- their ability to convey information about fish and wildlife needs to the public they serve;
- collaboration with our conservation and community partners to achieve shared goals;
- their ability to establish and maintain effective relationships that foster our mission; and
- their ability to listen to the public and facilitate or negotiate durable solutions to complex habitat conservation problems.

These employees work across disciplines to solve problems using their communication, facilitation, and negotiation skills during all phases of a project, including design, funding, administration, field work, and report writing. Solutions often include ecological, social, economic, and institutional perspectives to ensure that the agency's goals and responsibilities are met and that community values are supported. Assuring success requires continual education to keep abreast of new knowledge and techniques and applying best available science to address changing conditions through adaptive management, in addition to working collaboratively with our government, non-governmental, and community partners to achieve our shared goals.

Success… Solutions… Goals…
Require continual education

The success of the Habitat Program is founded in maintaining or enhancing the integrity and functions of ecosystems and is driven by the constant pursuit of opportunities to work with individuals, companies, organizations, and other agencies for the protection or restoration of habitats for the long-term benefit of all species. Results are often directly related to our employees' credibility and capacity to perform their duties with excellence and their ability to adapt and respond creatively to changes and to welcome new opportunities and challenges.

Everyone needs training and support throughout their careers to continually develop their skills and work effectively. Immediate on-the-job application of training fosters the successful transfer

of learned skills to the real world. Trainings prioritized to match the actual job duties for individuals will assure a knowledgeable and innovative Habitat Program staff.

Goal and Objectives

This Comprehensive Training Plan identifies training necessary for Habitat Program staff. The goal of this training plan is to assist all Habitat Program staff in gaining the knowledge and skills needed to successfully do their job. The plan has the following objectives for all staff:

1. Complete mandatory WDFW training
2. Complete mandatory Habitat Program training and reading
3. Are aware of recommended training and take advantage of optional training opportunities
4. Are supported in their efforts to improve job-related knowledge and skills and to work towards career advancement
5. Have their knowledge and skills assessed to assist in improving their effectiveness in completing their duties or determining their fit to the duties being performed.
6. Know how to perform their duties effectively and in accordance with state statutes, rules and policies.

The result will be a staff that effectively contributes to the preservation, protection, and perpetuation of fish and wildlife and their habitats and serve Washington's citizens in a consistent and professional manner. This should also result in improved personal job satisfaction for every staff member, positive relationships with peers and the public, and an elevated level of support from the governor and legislature.

Components

Agency Mandated Training

A list of agency mandated training is available here. This matrix is designed for use by supervisors to track mandatory staff training by work function to achieve safety, health and environmental regulatory compliance.

A list of agency mandated safety training, dependent on work function, is available here. WDFW supervisors and employees should use this matrix to identify the mandatory and minimum levels of Personal Protective Equipment (PPE) required for the job to be performed.

This training plan requires that employees complete the agency mandated training within the time period(s) specified, and use the mandatory PPE to safely fulfill the basic expectations of their position. This mandated training will remain a portion of the employees annual performance review, so not reiterated here or included in the proficiency assessment.

Habitat Program Training

A list of Habitat Program training within several subject groups is available in Table 1. Each

training title indicates the required audience. Others may also find specific training useful and are welcome to request that training through their supervisor. Training modules that are proposed for development are listed without details. Training is being developed as expeditiously as possible and this document will be updated whenever training becomes available.

Opportunities for training sourced from outside the agency are included in the list as required training and to provide awareness of specific courses. The source column displays the training provider. Cross training and intra-agency training is also strongly encouraged whenever possible to expand the understanding and perspective of staff and develop strong interactive, intra-agency relationships. Cross training may include taking courses designed for other staff or spending work time with staff conducting other types of work. For example, cross training could include shadowing a Habitat Biologist from another region or shadowing Program staff from another Division in headquarters or in another Program all together. All cross training must gain manager's approval.

Training requirements per Staff Group? See the Appendices

The appendices contain tables and forms for each specific staff group. Required and recommended training and reading, and a proficiency assessment tool to ascertain staff's ability to perform their job satisfactorily, can be found in the Tables and Forms section. Tables and forms are specific to each staff group within the Habitat Program.

The "Training and Proficiency Assessment" forms are to be used by managers, supervisors, and coaches to assess utilization of training through implementation of that training. The tables and forms can also be used by staff to self-assess what training they may need based on the key elements required, and can use the forms to track their annual progress with that training. Staff may also use these forms to document their accomplishments and subsequently record those accomplishments in their annual evaluations.

Training Development and Delivery

Division Managers, Section Managers, and RHPMs will be responsible for selecting the individual or team to develop and provide program-based training. The Training Oversight Committee (Committee) is herein established and members are appointed by management as diverse representatives of the Habitat Program. They are charged to work with the Lead Training Developers to ensure training is consistent with Habitat Program objectives, rules, policies, and procedures. The Training Coordinator chairs the Committee and will work with each Committee member and their respective lead developer(s) to ensure that training meets effectiveness and efficiency goals and expectations prior to delivery and is offered in a timely fashion. The Training Coordinator will also arrange to record all applicable training sessions to make them available online for review or other use.

***Learning** is change. In training, our purpose is to create a change in learners that they consistently reproduce without variation.*

Change will not occur if training is not utilized.

The Habitat Program desires to create and provide "Performance Based and Learner Centered" training and instruction. This requires training formats rich in dialogue and experience – engaging conversation, meaningful interaction, active participation, and skill

demonstration – to translate training into enhanced on-the-job performance. Studies have shown that adult learners like to participate actively and contribute toward their learning. Adults learn best when they know why they are learning, what they will be able to do as a result of learning, see how all the learning pieces fit together, practice, get feedback, and are rewarded for their learning. Immediate application of the training material assures reinforcement of lessons so must be a focus for successful implementation. Post-training support (practice modules, job aids, and refresher opportunities) may be required to ensure that staff applies what they learned on the job. This also requires purposeful participation in training modules. Staff that are not likely to utilize a specific training within days or weeks would not be expected to make changes or adaptations due to lack of use. This circumstance should be avoided whenever possible by providing training when it is needed.

A centralized repository is available on the agency Habitat Program Training and Guidelines SharePoint site which ensures that personnel have access to the training and latest scheduling available. Maintenance and improvement of the information available will occur continuously. Personnel will be expected to visit the website regularly to take advantage of the available information.

Training material will be evaluated by coaches and managers during training events for accuracy, clarity, completeness, and perceived effectiveness. Learners will be asked to provide an honest critique or evaluation of the training and the coach or trainer to ensure the training was Performance Based and Learner Centered. Different methods may be used to assess employees after training to evaluate their level of knowledge acquisition and retention, and could include tests, group activities or problem solving tasks, job performance, and more. Updates to the training material and assessment tools will be made proactively when deficiencies are noted and confirmed by management level staff.

Habitat Program staff will be notified by the Training Coordinator when classes and new training materials become available. Employees will be responsible for scheduling their attendance at agency based training through the Learning Management System (LMS) or other provided means such as continuing education credit for certified biologists through The Wildlife Society or American Fisheries Society. Ecology's Coastal Training Program and the Department of Enterprise Services (DES) offer many classes and employees are encouraged to sign up for classes that are noted in their PDP Expectations, and to check these websites for additional training opportunities as needed. Besides attending classes, other agency supported options to learn something new or get a refresher for a specific topic include reading, receiving coaching, getting or becoming a mentor, job shadowing, online short courses, and other internet resources.

Managers are responsible for ensuring that their respective personnel include training in their annual Performance and Development Plan (PDP) Expectations, and for ensuring that personnel prioritize training time to meet those expectations. In addition to annual training expectations, the managers will plan for and provide adequate time within the staff work plans to ensure adequate time for training, as well as for professional growth and development. The training expectations will be compiled annually and used to prioritize internal training development and guide procurement of out-sourced training.

Performance Measures

Training is a waste of time if it is not effective or if it's not put to use. Performance measures will be implemented to determine whether training yields the expected change or adaptations. Training success will be measured by direct observation of the employee by coaches and managers and through use of the proficiency assessment tools. For example, for Habitat Biologists, see Table 1 for a listing of key elements, and Form 1 for a proficiency assessment tool used to verify skills and knowledge. Each staff group has a specific listing of key elements and a proficiency assessment tool so they understand what is expected of them and what training is available to support those expectations. Managers should use these tools to proactively prioritize training based on individual skills, knowledge, and abilities.

The assessment is to be filled out throughout the year as employees demonstrate their proficiency. Employees will review their assessment with their supervisor at least annually. Each score of "Not Achieved" that is recorded in their proficiency assessment will be accompanied with guidance, direction, and training opportunities (if available) to improve competency.

Short quizzes may be developed to accompany the training modules to provide staff an opportunity to check their knowledge level of the specific topic. Managers will conduct routine quality control on employee products and address any concerns with the employee in a timely fashion (see the Habitat Program QA/QC Plan). This information, including the proficiency assessment and each appropriate training form, will be recorded in conjunction with, and will become part of an employee's annual performance review.

Documented failure to meet basic performance expectations during probation could result in delays to advance beyond the probationary/trial service period. Existing permanent employees will continue to attend specific trainings until they successfully meet the proficiency assessments. Both successful completion and failure to "pass" training modules will be tracked for annual performance evaluations in order to identify additional training needs.

Coaching, Motivating, and Mentoring

Experienced staff are strongly encouraged to help coach and mentor peers, and this plan relies heavily on this capacity of staff to share their knowledge and experience. Coaching is simply collaboration between individuals leading to improved actions and skills growth. In most cases, the coach is a subject matter expert with the ability to transfer that knowledge to others in meaningful ways. Coaching also has the ability to compel people beyond their current view and awareness so they can see themselves as they are, but also to imagine themselves in a new way, with fresh possibilities, all the while showing them a better future for themselves. This is done by asking provocative, probing, sometimes unsettling questions, combined with expressing encouragement, positive feedback, and generosity of heart. This assistance is meant to motivate staff to excel in a specific topic, see new horizons for themselves, or eliminate perceived barriers.

Some training may be desired or required prior to filling the role of a coach. All staff can benefit from working with a well-trained coach or becoming a coach. Some of the program training material is specifically designed to be delivered by a coach, and much of the assessment of staff performance is also conducted by coaches. This increases the program's institutional knowledge, improves consistency, and creates a culture of interaction and trust of peers. Coaches can earn a reputation as a local expert and gain experience in transferring their knowledge and understanding to peers.

> ***Trainer:*** *a person who educates employees on specific topics*
>
> ***Coaching****: collaboration between individuals leading to improved actions and skills growth.*
>
> ***Motivation****: the desire to maximize one's potential through one's performance. We motivate by stimulating this action.*
>
> ***Mentorship****: the personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.*

Mentorship is a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. A mentor may be described as an advisor, someone that takes on the role of providing guidance, developing motivation, being a cheerleader, and life coach. This role is most typically entered into upon the request of someone needing assistance or seeking advanced opportunities, and should not be entered into carelessly by either party. Senior staff who are trustworthy, nurturing, having integrity, confidential, and positive are also encouraged to exercise their skills in the role of mentor to help less experienced staff develop their careers in meaningful and purposeful ways.

Mentors must have the ability to:

- Communicate clearly and positively
- Observe staff and discuss observations objectively and non-judgmentally
- Plan in advance for mentoring work to minimize the negative impact on the mentor's own staff (if any)
- Demonstrate excellence in modelling best practices
- Provide consistent follow up support and guidance to the protégé
- Be flexible
- Facilitate adult learning and value mentoring
- Be a friend, a good listener and communicator
- Be an advocate for new staff

Professional Growth and Development

The Habitat Program values the commitment of personnel to the Department, and will provide access to a career coach or mentor that will assist with the creation of a career development plan (CDP). The plan will include a personal assessment to identify the ingredients of a successful and rewarding career, explore career possibilities, set goals and objectives, and determine which skills need to be developed to reach those goals and objectives. The CDP will be managed by the employee.

Employees are encouraged to seek additional training opportunities they believe are necessary for their professional development. The CDP will list the necessary education or work experiences that may be necessary to achieve career goals, and include a time table for taking these steps. Employees are encouraged to visit the Ecology's Coastal Training Program, Department of Enterprise Services (DES), and other groups or websites to determine if courses recommended within their CDP are available.

Courses listed in the CDP should be included on the employees Performance and Development Plan Expectations form in "Part 2: Training & Development Needs/Opportunities" based on the time table noted in the CDP. Managers will determine which course, or courses, are appropriate based on budgetary constraints.

One method of achieving significant professional growth involves becoming a trainer, which could include development and delivery of training or being a coach. Senior staff are strongly encouraged to share their knowledge and expertise in this manner. Staff with strong communication skills, background in education, or specific training or knowledge are also encouraged to consider the opportunity to become a trainer or coach. Staff desiring to train or coach must demonstrate those skills and subject matter expertise, either to the Committee or as evidenced by their manager while conducting their normal duties. Trainers will be required to attend a Train the Trainer course offered by DES to ensure consistency in understanding of preferred delivery methods for adult learning.

Habitat Program Training Subject Groups

The Habitat Program's training is divided into 9 subject groups/sub-groups, as follows:

- Protection
  - Hydraulic Project Approvals
  - Protection Principles
  - Forest Practices
  - External Environmental Regulations
  - Oil Spill Procedures
- Ecosystem
  - Land Use/Priority Habitats and Species
- Fish Passage and Screening
- Science
  - Scientific Principles
- Restoration
  - Salmon Recovery
- Engineering
  - Engineering Principles
  - Water Crossing Guidelines
- Communication
- Human Resources Management
- Technology

There is a nearly endless list of possible training topics, some of which may pertain to only a few employees. Much of this limited-need training will be sought from external sources on an as-needed basis. In cases where specific topics are repetitively requested, every attempt will be made to develop or otherwise acquire training that meets the needs of staff.

Topics of interest not currently available, along with the objective of the training, are to be suggested to the Training Coordinator by management staff after verifying that the topic has not yet been covered or is not planned in another component. To ensure the most efficient delivery of each topic,

specific details for the training will be specified in a draft outline to ensure the topic is fully addressed. The final outline and details will be confirmed prior to creation of the module, and each module will be evaluated by the Committee to ensure that the content is complete, accurate, and consistent statewide.

If a required training is unavailable, a placeholder will be maintained in staff's training record until such time as the training is available. Staff and supervisors will monitor for opportunities for intra-agency and outsourced training that might fulfill or contribute to the improvement of knowledge, skills, and abilities.

Internally developed training modules will be available on the Habitat Program SharePoint site as they become available. A brief summary of each subject group follows.

Protection

The Protection category includes all regulatory services components. Hydraulic Project Approval (HPA) training provides a comprehensive introduction to HPAs and the tools and information needed to process applications and prevent impacts to fish life. Forest practices training includes: HPA/FPA integration, stream typing, implementation of forest practices rules, review of FPAs and/or RMAPs, and other similar training. Training for spill response focuses on the agency response and management of petroleum spills.

Training on external regulations is provided for staff to be familiar with regulations implemented by other local, state and federal agencies such as counties and cities, Washington Departments of Natural Resources, Ecology and Commerce, and U.S. Army Corps of Engineers, U.S. Fish and Wildlife Service, and National Marine Fisheries Service. This training will focus on the interactions between the Hydraulic Code and the external regulations, but will also be applicable for staff attaining permits or working in concert with these other agencies.

Ecosystem

Land use and Priority Habitats and Species (PHS) training includes a review of the laws, agency responsibilities, procedures, and tools available (such as PHS mapping) to properly advise local jurisdictions who are updating their Growth Management Act (GMA) Comprehensive Plans, Critical Areas Ordinances (CAOs), and Shoreline Master Programs (SMPs).

Fish Passage and Screening

Fish passage and screening training is intended to provide an understanding of the methods used to determine what constitutes a fish passage barrier, where to find barrier information and how to record and submit that type of data, and how to determine if a surface water diversion is non-compliant. The training will cover identification and assessment of instream features and prioritization of fish passage barriers based on amount, quality, and species utilization of habitat upstream of the barrier.

Science

Many of the scientific principles upon which decisions are based can be found in peer-reviewed scientific journals. Much of this scientific information has been compiled and synthesized in white papers and made available on the SharePoint site. When Agency or Habitat Program management decides to change practices, policies, or procedures based on changes in best available science and training is needed to convey those changes, existing training will be updated or new trainings will be

identified and developed.

The Habitat Program bases its regulations, polices, management actions, procedures, and practices on the best available science. Habitat Program staff should understand the scientific underpinning of their day-to-day business. This training series focuses on the physical and biological knowledge that will enhance both job performance and job satisfaction.

Restoration
Salmonid recovery training includes Salmon/Steelhead/Bull Trout Recovery planning and implementation, grant writing and disbursement/management, project scoping and proposal and project development, and other tools and methods used.

Engineering
The engineering training group contains training to be able to read and decipher engineered construction plans and water crossing construction and is intended to provide an understanding of the design criteria, method selection, and alternative analysis. The training will introduce the Water Crossings Design Guidelines, review culvert design, explain bridge design, discuss profile adjustment and re-grade, tide and flood gates, road runoff, impounded wetlands, and more.

Communication
Communication training includes customer service, negotiation, conflict resolution, principles of correspondence, chain-of-command, science-based decisions, consistency with agency objectives, plain talk, proper formatting for public presentation material, and more. Communication is a cornerstone for success in the Habitat Program.

Human Resources Management
Human Resources Management training focuses on team building, managing complex personnel issues, performance tracking, hiring, disciplinary action, succession planning, and other topics. Budget training includes utilizing the existing software. Training for both coaching and mentoring focuses on the tools used to provide the knowledge, skills and abilities for each position, including use of proficiency checklists to ensure employees are meeting basic expectations within their duties. The vast majority of management training is provided by the agency, DES, or other vendors.

Technology
Training in the field of technology includes training for all topics related to computer use.

Table 1. Habitat Program training by subject group, staff requirements, and associated information.

Group/ Sub-Group	Title	Required for which staff?	Format(s)	Source
	Habitat Program 101: Who, what, staff interactions/assistance – how, when	All		
Protection				
Hydraulic Project Approvals				
	HPA Procedures	HB, SS, FP, OS	10 Videos, manual	SharePoint
	APPS Details	HB, SS, FP, OS	Video	SharePoint
	APPS - HPA issuance work flow	HB, SS, FP, OS	Video	SharePoint
	APPS Step-by-Step	HB, SS, FP, OS	Manual	SharePoint
	HPA Rules Self-Assessment	HB, SS, FP, OS	Excel form quiz	SharePoint
	How To: Conduct an Application Review	HB, SS, FP, OS		
	SOPs for Hydraulic Projects	HB, FP	Documents	SharePoint
	How To: Conduct a Field Review (Is there an alternative to an HPA? Does the HPA address the defined problem? Etc.)			
	How To: Determine Post-Project Site Restoration Needs			
	Appeals process/procedures	HB, SS, FP		
	Court procedures (being a good witness)			
	APPS Tips and Tricks	HB, SS, FP	Documents	SharePoint
Protection Principles				
	Bypass Design, Installation, and Decommissioning Overview	HB, FP	Video	SharePoint
	How to Bypass - Overview	HB, FP	PPT	SharePoint
	Mitigation Overview	HB, FP	Video	SharePoint
	Implementing WDFW Mitigation Guidelines	HB, FP		
	Coastal Processes, Shoreline Modifications, and Beach Restoration	RE		

HB = Habitat Biologist SS = HPA Support Staff FP = Fish Passage Staff OS = Oil Spill Team SC = Science
RE = Restoration AD = Admin EE = Ecosystem PE = Engineering All = All Program Staff

Group/ Sub-Group	Title	Required for which staff?	Format(s)	Source
	Shoreline Management and Stabilization Using Vegetation	RE		
	Marine Shoreline Design Guidelines	HB	Video	SharePoint
	Large Woody Material 101	HB, FP	Video	SharePoint
	Ordinary High Water Mark (OHWM) (Marine)	HB, FP	3 Videos	SharePoint
	How To: Determining Ordinary High Water (OHWL), Bank Full Width (BFW) (Freshwater)			
	Compliance and Effectiveness Monitoring	HB, FP		
	How To: Using Compliance Monitoring Equipment	HB, FP		
	How To: Conduct a Habitat Equivalency Analysis			
	How To: Forage Fish Surveys		Field training	WDFW trainer
	Forage Fish Matter	HB	Video	SharePoint
	How To: Integrate Climate Change into Project Designs/Permits			
	Case Study Analysis	HB	Documents	SharePoint
	Aquatic Invasive Species – Prevention, control			
	Juvenile fish identification/life history			

Forest Practices				
	Water Typing on Forest Lands 101 - Overview	HB, FP	PPT, Classroom	SharePoint
	Water typing How To	HB, FP	PPT, Classroom	SharePoint
	How To: Review a Forest Practice Application and FPHP	HB, FP	Classroom	WDFW trainer
	How To: Screening a Forest Practice Application for Wildlife Issues	HB, FP	Classroom	WDFW trainer
	Biologist's Responsibilities for Forest Practice Review			
	How To: Review Alternative Plans			
	Unstable Slopes			DNR, WDFW trainer
	Protecting Wildlife Through Forest Practices Rules			
	Terrestrial forest wildlife (cavity nesters, other)			

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Group/ Sub-Group	Title	Required for which staff?	Format(s)	Source
	Basic heavy equipment identification, operation, and common construction techniques			

External Environmental Regulations				
	Other Environmental Statutes Overview			
	Department of Ecology 401 Water Quality Certification			
	US Army Corps of Engineers Section 404 Overview: Wetlands Regulatory Authority (discharges)	HB	PDF	SharePoint
	US Army Corps of Engineers Section 10 (work in navigable waters)			
	Endangered Species Act (ESA)			
	Cultural Resources Training (Section 106 & 05-05)	RE		
	State Environmental Policy Act/National Environmental Policy Act (SEPA/NEPA)	HB, SS, FP		
	Aquatic Use Authorization			
	Shoreline Substantial Development			
	Floodplain Development Permit			
	Critical Areas Ordinance			
	General Bridge Act Permit			
	Private Aids to Navigation			
	Treaties			
	Water law			
	Irrigation districts			
	Diking Districts			
	EPA			
	Filling and grading			
	Federal and state cultural resources protection			

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Group/ Sub-Group	Title	Required for which staff?	Format(s)	Source
Oil Spill Procedures				
	HAZWOPER	OS		
	Motorboat Safety	OS		
	Spill Response	OS		
	Aircraft Safety	OS		
	Incident Command System	OS		

Ecosystem				
Land Use/Priority Habitats and Species				
	Growth Management Act 101	HB, FP	PPT, Classroom	SharePoint
	Shoreline Management Act 101	HB, FP	PPT, Classroom	SharePoint
	Biologists Responsibilities when Engaging in SMP Updates	HB, FP	PPT, Classroom	SharePoint
	SMP Level of Engagement Diagnostic Tool	HB, FP	PPT, Classroom	SharePoint
	How To: Influencing Decisions Early in the SMP Update Process			
	How to Evaluate the Strengths & Weaknesses of an Existing CAO	HB	PPT, Classroom	SharePoint
	How To: Engage in CAO update			
	PHS	HB, FP, OS		
	Voluntary Stewardship Program	HB	Video	SharePoint
	Water right - In-stream flows (Basic PHABSIM & IFIM)			
	Incorporating climate change into projects (mitigation, permits, planning, etc.)			

Fish Passage and Screening				
	Fish Passage and Screening Overview	HB, FP	Video	SharePoint
	Introduction to Fish Passage and Screening Database	HB, FP	Video	SharePoint
	Level A Barrier Analysis	HB, FP	Video, Classroom	SharePoint

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Group/ Sub-Group	Title	Required for which staff?	Format(s)	Source
	Level B Barrier Analysis			
	How To: Assess Dams, Fishways, Diversions, Natural Barriers, and Tidally Influenced Culverts			
	Using the Mobile Barrier Analysis Recording Tool		Demonstration	
	Fish Screening/Diversion Compliance	HB, FP	PPT, Video	SharePoint
	Flow metering and monitoring			
	Water rights 101			

Science				
Scientific Principles				
	Stream Ecology			
	Marine Ecology			
	Estuarine Ecology			
	Forest Ecology			
	Behavior & Ecology of Pacific Salmon		Classroom, pdf	SharePoint
	Terrestrial Ecology			
	Shrub-steppe Ecology			
	Coastal Processes (Tidal, Beach erosion, etc.)			
	Habitat Equivalency Analysis			
	Climate Change			
	Plant Identification – aquatic/terrestrial			

Restoration				
Salmon Recovery				
	Chehalis Basin Strategy		PPT, Video	SharePoint
	Principles of Process Based Restoration			
	Salmon Recovery Implementation Basics	HB, FP		

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Group/ Sub-Group	Title	Required for which staff?	Format(s)	Source
	ESA and Environmentally Significant Units			
	Technical Recovery Teams			
	Regional Fisheries Enhancement Groups			
	Lead Entities			
	Salmon Recovery Funding Board			
	Project Types and Benefits, likelihood of success			
	When, where, and how – Salmon Restoration projects			
	Estuary Restoration			

Engineering				
Engineering Principles				
	Construction Drawings Overview	HB, FP	Video	SharePoint
	The Bare Essentials of Engineering/Construction Plans			
	ISPG - Assessment/Solution Matrix: Ch2- site, Ch3- Reach, Ch5- Solution Selection	HB, FP		
	SHRG - LWD placement techniques	HB, FP	PPT, PPT, Video	SharePoint
	Screen Guidelines - Permanent, temporary bypass, construction			
	Engineering Plans - Reading plans, familiarize, symbols, x-sections, complete plans	HB, FP	pdf	SharePoint
	Tide gates/flood gates, Road Runoff considerations, Construction, Monitoring			
	Restoration v. regulation (what's the standard?)			
	Wildlife crossings (herps, ungulates, predators ecological connectivity and genetic integrity)			
	Erosion control and wastewater management.			
	Basic heavy equipment identification, operation, and common construction techniques			

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Group/ Sub-Group	Title	Required for which staff?	Format(s)	Source
Water Crossing Guidelines				
	A General Understanding of the WDFW 2013 Water Crossing Design Guideline Document			
	Water Crossing Project Review/Design	HB, FP	Coaching	
	An advanced look at 3 WDFW Water Crossing Design Guideline Design Options			
	An advanced look at Site Conditions relating to WDFW Water Crossing Design Guideline Design Options			
	Geomorphic Approach to Design, Stream Simulation Design, No-Slope Design			
	Bridge Design, Hydraulic Design			
	Profile Adjustment, Site Conditions/Considerations			
	Tidal Crossings, Road Impounded Wetlands			
	Fluvial Geomorphology at Water Crossings	HB, FP	PPT, PPT, Video	SharePoint
Communication				
	Intra-program Relationships			
	Environmental Negotiations	HB, FP, OS, EE	Classroom	Coastal Training
	Crucial Conversations	HB, FP, OS	Classroom	WDFW trainer
	Communication	All		
	Proposal writing and bidding projects			
	Using and Managing e-mail			
	Letter writing guidelines			
	Editing and Proofreading		Classroom	DES
	Grammar Review		Classroom	DES
	Punctuation Skills		Classroom	DES
	Writing for the Web		Classroom	DES

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Group/ Sub-Group	Title	Required for which staff?	Format(s)	Source
	How to Explain Science, Share Data, and Build Trust: Presentation Skills for Scientists and Public Officials		Classroom	Coastal
	Landowner/Public Outreach			
	Job and other interviews			
	Collaboration in the Workplace	SS	Classroom	DES
	Facilitator Skills Training	SC, EE	Classroom	DES
	Presentation Skills		Classroom	DES
	Giving and Receiving Constructive Feedback			
	Conflict Management	SC		
	Creating PowerPoint presentations			
	Government to Government Training		Classroom	DES
	Grant writing			

Human Resources Management				
	Motivating and Coaching to Build Top Talent		Classroom	DES
	Leading from the Middle: Influencing Without Authority		Classroom	DES
	Setting Goals and Expectations			
	Career Development Plans			
	Project Management	SC, EE		
	Leadership I – 4 modules	SC, EE	Classroom	WDFW trainer
	Mind of a Manager, Heart of a Leader		Classroom	DES
	Managing Change and Making Great Decisions		Classroom	DES
	Leading through Difficulty: Emotional Intelligence, Communication, and Conflict Management		Classroom	DES
	Being a Mentor			
	Understanding People Through Strengths			
	Success Habits		Classroom	DES

HB = Habitat Biologist
RE = Restoration
SS = HPA Support Staff
AD = Admin
FP = Fish Passage Staff
EE = Ecosystem
OS = Oil Spill Team
PE = Engineering
SC = Science
All = All Program Staff

Group/ Sub-Group	Title	Required for which staff?	Format(s)	Source
	Stress Management			
	Problem Solving the Washington Way		Classroom	DES
	Strategic Thinking			
	Leading Change			
	Emotional Intelligence		Classroom	DES
	LEAN Principles	SS	Classroom	WDFW trainer
	Time Management		Classroom	DES
	Budget/Contract/Payables management (Novatus)	SC, RE, AD	Online	DES
	Bill Analysis and Tracking (BATS)	RE		
	CAPS Financial	RE		
	PRISM	RE		
	Enterprise Reporting	RE, AD	Online	DES
	Habitat Work Schedule and/or Nearshore Database	RE		
	Train the Trainer - Part 1: Designing Effective Training Programs		Classroom	DES
	Train the Trainer - Part 2: Basic Delivery Techniques		Classroom	DES
	Completing Work Orders			

Technology, Service				
	ArcGIS		Online	ESRI.com
	iPad – Essential apps, basic use		Online	Lynda.com GCFLearnFree.org
	Microsoft Office (Word, Excel, PowerPoint, Visio, Outlook, Access)	RE	Online	Lynda.com GCFLearnFree.org Microsoft
	Customer Service	SS		
	Cash Handling and Receipts	SS		

HB = Habitat Biologist
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EE = Ecosystem
OS = Oil Spill Team
PE = Engineering
SC = Science
All = All Program Staff

Group/ Sub-Group	Title	Required for which staff?	Format(s)	Source
	Public Records Act requirements	SS, RE		

APPENDICES

Appendix A

HABITAT BIOLOGIST: TABLES and FORMS

Table A-1. Key Elements and tracking form for Habitat Biologist Proficiency: Administer the Hydraulic Project Approval process in accordance with Chapter 77.55 RCW, 77.57 RCW and Chapter 220-660 WAC.

What do I need to do?	What do I need to know to do it?	Do I know it?	Where can I find information on my own?	Who can teach me?	Are there AVAILABLE TRAININGS?	Did I pass?	Are there TRAININGS in DEVELOPMENT?
EVALUATE EXISTING CONDITION	What fish species are present?		ArcGIS, SalmonScape	Experienced HB, District Fish Biologist, Local Tribal Biologist, Terry Johnson	ArcGIS trainings		How to: Forage Fish surveys (PPT)
	At what life history stage(s)						
	What are their habitat needs?						
	What is the condition of the Available Habitat?		Conduct a site visit	Experienced HB			How to: Conduct a Field Review
	Vegetation: spp, canopy closure						
	LWM				LWM 101 (PPT)		
	Substrate						
	Water Quality						
	Macroinvertebrates						
	Flow: What is the typical hydrograph? What is the season of work? Work in high flow / flood?		USGS gages, Ecology gages, USGS streamstats, USBR Hydromet system (Yakima Basin) https://www.usbr.gov/pn/hydromet/yakima/index.html	Experienced HB, Env. Engineer			
	What are the fluvial geomorphic characteristics of the site?		Conduct a site visit and Aerial photos, google earth, LIDAR imagery, GIS layers	Experienced HB, Environmental Engineer	Video - Fluvial Geomorphology Atha & Lautz Video - Derek Booth Fluvial Geomorphology short courses		How to: Conduct a Field Review
	Slope						How to: Using Habit Assess Equip (PP)
	Bank height						
	Bankfull width				OHM - Marine (PPT)		How to: determine OHWL & BFW (PPT)
	Bedform pattern						
	Reach type						
	Sediment sources/storage						
	Confinement						

What do I need to do?	What do I need to know to do it?	Do I know it?	Where can I find information on my own?	Who can teach me?	Are there AVAILABLE TRAININGS?	Did I pass?	Are there TRAININGS in DEVELOPMENT?
	Pool Spacing						
	Are there other species present?						
	Amphibians & Reptiles?		ArcGIS	Experienced HB, District Wildlife biologist	ArcGIS trainings		
	Invasive species?		ArcGIS, USDA, USFWS	Experienced HB, District Fish or Wildlife biologist	ArcGIS trainings		
	Are there other site considerations?						
	Existing structures?		Conduct a site visit, Aerial photos, google earth, BAER reports, ISPG, SHRG, Water Crossing Guidelines White Papers, DNR Geology	Experienced HB, Env Engineer	Unstable Slopes (DNR)		
	Major watershed changes: Wildland fire, clearcuts, unstable slopes, extensive urban development?			Experienced HB, Env Engineer, DNR			
	Fish passage barriers?			Experienced HB, Env Engineer Fish Passage Staff	Video - Fish passage overview Video - Fish passage level A culvert assessment		

EVALUATE THE PROPOSED PROJECT	What type of permit is required?		HPA Manual, Online Trainings	Experienced HB, Supervisor, HPA Manual, Online Trainings	Video 2 – Hydraulic Project Approvals		
	Standard						
	Fish Enhancement						
	Multisite						
	General						
	Model						
	Emergency						
	Imminent danger						
	Chronic danger						
	Expedited						
	Pamphlet						
	How to review plans		Online Training	Experienced HB, Environmental Engineer	Construction Drawings Overview (ENG)		

What do I need to do?	What do I need to know to do it?	Do I know it?	Where can I find information on my own?	Who can teach me?	Are there AVAILABLE TRAININGS?	Did I pass?	Are there TRAININGS in DEVELOPMENT?
	How to discuss project with applicant: Desired future condition of site Alternatives to achieve objectives		Site visit Reach assessments ISPG, SHRG Manuals	Experienced HB, Supervisor	Understanding People through Strengths (DES) Crucial Conversations (WDFW) Environmental Negotiations (CT)		
	How to determine if there will be no net loss of habitat			Experienced HB			How to: Conduct a Habitat Equivalency Analysis
	How to determine appropriate mitigation		Online Training	Experienced HB	Video - Mitigation Overview		How to: Implementing WDFW Mitigation Guidelines
	Does the project require a bypass or cofferdam?		Online Training	Experienced HB, Environmental Engineer	Video - Bypass Design, Installation & Decomm (PPT) Video - How to Bypass (PP)		
	Have you considered climate change?				Climate Adaptation for Coastal Communities (CT)		How to: Integrate Climate change

COORDINATE WITH AGENCIES	What are the other agencies with authority and their jurisdictions?		oria.wa.gov	Experienced HB, Supervisor	pdf - Beyond HPA - Zeigler		
	County/City		County/City staff and websites		pdf - 404 Overview		
	Shorelines, Critical Areas						
	Corps of Engineers		Corps staff and website				
	Section 404 Clean Water Act						
	Section 10 Rivers & Harbors Act						
	Ecology		Ecology staff and website				
	Water Quality Certification						
	Department of Natural Resources		DNR staff and website				
	State-owned bedlands						
	NOAA Fisheries		NOAA staff and website				
	ESA species						
	USFWS		USFWS staff and website				
	ESA species						

What do I need to do?	What do I need to know to do it?	Do I know it?	Where can I find information on my own?	Who can teach me?	Are there AVAILABLE TRAININGS?	Did I pass?	Are there TRAININGS in DEVELOPMENT?
	WSDOT				WDFW WSDOT MOA training		
	MOA for DOT projects		WSDOT website				
	USFS						
	MOA for FS projects on FS lands		WDFW Intranet				
	Tribes						
	Fisheries co-managers						
WRITE A LETTER	What type of letter is required?		APPS, Letter Templates	Experienced HB, Supervisor, Regulatory Services staff	Fun Facts		
	Is there a template?						
	What additional information needs to be added?						
WRITE A PERMIT	Basic HPA Authority		HPA Manual		Video 1 - Hydraulic Code Overview		
	What is an HPA?			Experienced HB, Supervisor, Regulatory Services staff	Video 2 - Hydraulic Project Approvals		
	What is SEPA?		SEPA Handbook, HPA Manual	Experienced HB, SEPA Administrator			
	Is the application complete?		HPA Manual, Online Trainings	Experienced HB, HPA support Staff, Regulatory Services Manager	Video 3 - Determining Application complete		How to: Conduct an Application Review
	How to process simplified HPAs						
	How to process FHEP HPAs						
	How to write an HPA				Video 5 - Writing the HPA		
	How to deny an HPA				Video 6 - Denying or Revoking an HPA		
	How to revoke an HPA						
	How to reject an HPA						
	How to navigate APPS		APPS Agency Reference Guide 1.7 APPS Step-by-Step Manual for HBs APPS FAQs for HBs HPA Modifications Guide APPS Tips and Tricks (Fun Facts) Online Trainings	Experienced HB, HPA Support Staff, Regulatory Services Manager	Video - Additional Info_APPS Video - HPA Issuance work flow		

What do I need to do?	What do I need to know to do it?	Do I know it?	Where can I find information on my own?	Who can teach me?	Are there AVAILABLE TRAININGS?	Did I pass?	Are there TRAININGS in DEVELOPMENT?
PROVIDE SALVAGE ASSISSTANCE	How to use a seine net			Experienced HB, Fish passage staff			
	How to use an electroshocker		NOAA Electrofishing guidelines Online Trainings		USFWS/NCTC Course Smith-Root		
	How to salvage lamprey		USFWS BMPs	Experienced HB			
MONITOR FOR COMPLIANCE	How to assess compliance		Instruction Manual for Compliance Assessments	Experienced HB, Science Division staff			
INVESTIGATE A VIOLATION	How to conduct an investigation what is required to file charges			Experienced HB, Enforcement Officer or Sergeant			
RESPOND TO AN APPEAL	Is it an Informal or Formal Appeal?		HPA Manual	Experienced HB, Supervisor, Appeals Coordinator			
	Informal vs Formal Appeal process						

Table A-2. Key Elements and tracking form for Habitat Biologist Proficiency: Review Forest Practice Applications and Water Type Modifications - Assist Department of Natural Resources in integrating Hydraulic Project review into FP review, participate in other Forest & Fish activities.

What do I need to do?	What do I need to know to do it?	Do I know it?	Where can I find information on my own?	Who can teach me?	Are there AVAILABLE TRAININGS?	Did I pass?	Are there TRAININGS in DEVELOPMENT?
REVIEW WATER TYPE MODIFICATIONS	Are fish present? Were there previous surveys. How wide is the stream (over or under 5 ft, was the method of fish detection effective.		ArcGIS, SalmonScape, FPARS water type maps, Conduct a protocol survey with an ID Team	Experienced HB, District Fish Bio, Local Tribal Bio			
	Does the stream meet the physical requirements for a fish bearing stream? Was there a drought? Physicals or Electroshocking?		Conduct a site review as part of an ID Team, Forest Practices Illustrated, FP Board Manual	Experienced HB, Forest Practices staff	PPT - Water Typing on Forest Lands – Overview PPT - Water typing How to		
	How to negotiate consensus within your ID Team			Experienced HB, Forest Practices staff, Supervisor	Understanding People through Strengths (DES) Crucial Conversations (WDFW) Environmental Negotiations (CT)		
	How to access the WTM database on SAW			Experienced HB, Forest Practices staff			
FPHP INTEGRATION Water Crossing Structures Beaver Dam Removal Logging Cable Suspension Large Wood Stream Bank Protection	Does the project require WDFW concurrence?		Forest and Fish Law Forest Practices Board Manual 5	Experienced HB, Forest Practices staff, Environmental Engineers			
	What design methodology did they use?						
	What is the BFW?						
	What is the channel doing?						
	How to Evaluate a site (HPA)						
REVIEW AND	What species are present?		Lynx Recovery Plan	Experienced HB,			

What do I need to do?	What do I need to know to do it?	Do I know it?	Where can I find information on my own?	Who can teach me?	Are there AVAILABLE TRAININGS?	Did I pass?	Are there TRAININGS in DEVELOPMENT?
DEVELOP WILDLIFE PLANS	Lynx / Fisher Marbled murrelet Western grey squirrel Golden eagle Spotted owl Northern Goshawk Bats		WGS Recovery Plan Bat Conservation Plan Final Northern Spotted Owl Critical Habitat Rule PHS Recommendations USFWS Recovery Plans Forest Practices Board Manual 14,15	Forest Practices staff			

Table A-3. Key Elements and tracking form for Habitat Biologist Proficiency: Provide review of SEPA/NEPA documents, Land planning documents, Corps permit applications, PHS/GMA.

What do I need to do?	What do I need to know to do it?	Do I know it?	Where can I find information on my own?	Who can teach me?	Are there AVAILABLE TRAININGS?	Did I pass?	Are there TRAININGS in DEVELOPMENT?
PROVIDE INPUT TO LOCAL GOVERNMENTS ON GMA, SMA, AND CAOs	Collaborative Negotiating Skills SMA/GMA/CAO RCWs, WACs, VSPs, and ordinances		RCW 36.70A RCW 09.58 RCW 36.70A.705 Ecology	Experienced HB, Ecosystems Services staff, Ecology staff	SMP Level of Engagement - Diagnostic Tool SMP Bio Responsibilities (PPT) How to Evaluate CAOs (PPT) GMA 101 (PPT) CAO 101 (PPT) Understanding People through strengths (DES) Crucial Conversations (WDFW) Environmental Negotiations (CT) How to Explain Science, Share Data and Build Trust (CT)		How to: Engage in CAO update PHS Mapping Voluntary Stewardship Program
WORK WITH LOCAL GOVERNMENTS ON HOW TO INCLUDE PHS IN LAW AND ORDINANCE	Local Shoreline Master Programs Local Critical Areas Ordinance(s) PHS listings and recommendations			Experienced HB, Ecosystems Services staff, Supervisor			
HELP LOCAL GOVERNMENTS USE PHS	Local government ordinances PHS management recommendations ArcGIS / PHS on the Web		County websites ArcGIS/PHS	Experienced HB, Ecosystems Services staff			
PROVIDE TECHNICAL ASSISTANCE TO LOCAL PLANNERS	PHS management recommendations ArcGIS / PHS on the Web		ArcGIS/PHS	Experienced HB, Ecosystems Services staff			
WRITE A SEPA OR NEPA COMMENT LETTER	What fish, wildlife or habitats may be affected by the proposal? Are they addressed in the evaluation?		WA State Executive and General Correspondence Guidelines Plain Talk Guidelines	Experienced HB, Supervisor, Ecosystems Services staff	DES - Writing Skills		
WRITE A COMMENT LETTER ON LOCAL PLANNING DECISIONS	Types of documents: SSDP, Variance, CUP, Floodplain plans, Highway plans Letter format / Plain talk		WA State Executive and General Correspondence Guidelines Plain Talk Guidelines	Experienced HB, Supervisor, Ecosystems Services staff	DES - Writing Skills		

What do I need to do?	What do I need to know to do it?	Do I know it?	Where can I find information on my own?	Who can teach me?	Are there AVAILABLE TRAININGS?	Did I pass?	Are there TRAININGS in DEVELOPMENT?
COORDINATE WITH TRIBES AND AGENCIES ON IMPACTS ALTERNATIVES AND MITIGATIONS	What other agencies have jurisdiction? Local governments, Corps, Ecology, DNR, NOAA, USFWS, EPA		Agency, Tribal and Local Government Websites	Agency, Tribal and Local Government staff, Supervisor, Experienced HB, Ecosystems Services staff			

NEGOTIATE THE INCORPORATION OF IDENTIFIED MITIGATION	Mitigation sequencing			Experienced HB, Supervisor, Ecosystems Services staff			

Table A-4. Key Elements and tracking form for Habitat Biologist Proficiency: Technical Assistance for Salmon Recovery - Watershed Technical Assistance.

What do I need to do?	What do I need to know to do it?	Do I know it?	Where can I find information on my own?	Who can teach me?	Are there AVAILABLE TRAININGS?	Did I pass?	Are there TRAININGS in DEVELOPMENT?
SALMON RECOVERY ACTIVITIES	Project Design		SHRG	Environmental Engineer, Experienced HB	Chehalis Basin Strategy (video) LWD Heiner (video) LWD Klavas (video)		
	Project Prioritization			Experienced HB, Supervisor			
	Conservation Initiative Pathways						
	Funding				Grant writing courses - various		
	Acquisitions						
	Partnerships						
WATERSHED PLANNING	Is there a local WAT for my area?		Local government and CDs, local tribes, local NGOs	Experienced HB, Supervisor			
	Are there Watershed Plans?						
	Are there other applicable Plans?						
FISH RECOVERY PRIORITIES	Are there recovery plans for fish species in my area?			Experienced HB, District Fish Bio			
SPECIAL STUDIES							
COLLECTS BIOLOGICAL DATA TO SUPPORT PHS RECOMMENDATIONS	How to submit updates for PHS Current/Ongoing Habitat Protection and Restoration Efforts						
PROVIDE EDUCATION AND OUTREACH	Fish/Wildlife/Habitat needs						

Table A-5. Key Elements and tracking form for Habitat Biologist Proficiency: Administrative/Reporting Duties and Other duties.

What do I need to do?	What do I need to know to do it?	Do I know it?	Where can I find information on my own?	Who can teach me?	Are there AVAILABLE TRAININGS?	Did I pass?	Are there TRAININGS in DEVELOPMENT?
WRITE AND SUBMIT DOCUMENTS NEEDED FOR DAY TO DAY OPERATIONS	What documents are required?		WDFW Intranet	Experienced HB, Supervisor			
	Phone logs						
	Field notes						
	Timesheets						
	Outlook Calendar Tracking						
	Vehicle maintenance and mileage						
	OP and A19 forms						
WRITE AND SUBMIT REGULARLY SCHEDULED REPORTS	What reports are required?			Supervisor, Experienced HB			
	Weekly reports						
	PDRs/PDPS						
	What format is used?						
PROVIDE INFORMATION NEEDED TO COMPLETE REPORTS FOR CONTRACTS AND DELIVERABLES	What contracts or deliverables require reports?			Supervisor, Experienced HB			
	What information is needed?						
	Proper Records Retention						
	Proper email Management						
	How to responds to PDRs						
ATTEND REQUIRED TRAINING AND STAFF MEETINGS	What trainings are required?		Comprehensive Training Plan LMS	Supervisor, WDFW Training Officer			
PROVIDE INPUT ON HABITAT PROGRAM & WDFW INITIATIVES	What Initiatives require comment?		WDFW Intranet & SharePoint	Experienced HB, Supervisor			

Form A-1. Habitat Biologist training and proficiency assessment. Applies to new hires, transfers into Habitat Biologists positions, or to verify specific existing knowledge and skills.

Habitat Biologist Name: _____ Supervisor's Name: _____

Observation Period Start Date _____ End Date _____

Instructions: Rate the trainee's performance by entering the date under the appropriate score and initial the observation:
Achieved – demonstrates a functional understanding of topic and its underlying concepts with 100% compliance
Expected to Achieve – With minimal additional training or experience, the employee is expected to fully achieve
Not Achieved – did not demonstrate a functional understanding of the issue and its underlying concepts
N/A – was not requested to perform this task, or task was not observed

Refer to the Key Elements identified in Table 1.
If "Not Achieved" or "Expected to Achieve" boxes are checked, provide a detailed explanation at the end of this form.

Topic	***Achieved***	***Expected to Achieve***	***Not Achieved***	***N/A***	Observer's Initial
Basic HPA authority • Chapter 77.55 RCW					
• Chapter 220-660 WAC					
Fishways, Flow, and Screening • Chapter 77.57 RCW					
Standard HPAs • Application criteria & review					
• Issuing the HPA					
Expedited HPAs • Application criteria & review					
• Issuing the HPA					
Emergency HPAs • Application criteria & review					
• Issuing the HPA					
General HPAs • Application criteria & review					
• Issuing the HPA					
Fish Habitat Enhancement HPAs • Project criteria, processing & review					
• Issuing the HPA					
Denial of an HPA					
Protection of Fish Life • Accurately measures impacts					
• Ensures complete mitigation					
Communications • Verbal					
• Written					
• Chain-of-command					
Compliance Monitoring • Site review complete					
• Data archived					
• Violations processed appropriately					
Accountability • Letters					
• Process and guidelines					
• Information retention					
• Public Disclosures					

Form A-1. Continued.

Topic	*Achieved*	*Expected to Achieve**	*Not Achieved*	*N/A*	Observer's Initial
HPA appeals • Timely actions & response					
Salmon Recovery • Project Design, prioritization					
• Recovery Plan implementation					
• Funding, acquisition					
• Partnerships					
Land Use/PHS • Grasp of GMA/SMA					
• Familiarity with PHS tools					
• Comment letter quality					
Fish Passage/Water Crossing Design • Grasp of culvert/bridge design					
• Barrier assessment ability					
• Implementation via HPAs					
Forest Practices • Implement the Forest and Fish law					
• FPA review and process					
• Water Type modifications					
General • Work Ethic					
• Accepts direction, willingness to learn, try new approaches, techniques					
• Inter-personal relations: stakeholders, public, co- workers, sister agency staff					
• Personal conduct					
• Organization					
• Record keeping					
Other Environmental Statutes • SEPA/NEPA					
• Forest Practice Act					
• Corps 404 Permit					
• Corps Nationwide Permit					
• Water Quality Certification					
• Endangered Species Act					
Knowledge of fish life and fish habitat issues in general					
COMMENTS:					

Form A-2. Required training topics within the first year of service, and list of topics an expert Habitat Biologist uses frequently to support their decisions and work.

	Completed Date
APPS permit system	
HPA, complete training, FPA integration	
WDFW Mitigation Guidelines	
Stream Habitat Restoration Guidelines	
Integrated Streambank Protection Guidelines	
Water Crossing Design Guidelines	
Compliance and Effectiveness Monitoring	
Compliance Monitoring Equipment use	
Salmon Recovery Implementation Basics	
Fish Passage	
GMA Basics	
SMA Basics	
PHS Basics	
Water typing, determining Bank Full Width (BFW)	
Determining Ordinary High Water (OHW)	
SEPA basics	
Engineering basics/Reading Construction Plans/Verify cross sections	
Stream Bypass Construction	
Communication	

Form A-3. Essential training, recommended within the first year of service, or as soon as possible or available.

	Completed Date
Large Wood 101	
Stream Ecology	
Marine Ecology	
Hydro-geomorphic Processes	
Coastal Processes (Tidal, Beach Erosion)	
Process based restoration	
Collaboration	
Conflict Management	
LEAN	
GIS - ArcView	
Forest and Fish Adaptive Management	
Habitat Equivalency Analysis	
Climate Change	
Negotiation	
Time Management	
Plant identification – aquatic/terrestrial	

Form A-4. Required reading within the first year of service. Habitat Biologists will be expected to be familiar with and able to readily use and refer to the following information.

	Completed Date
HPA Manual	
WDFW SHRG	
WDFW ISPG	
Water Crossing Guidelines	
Protecting Nearshore Habitat and Functions in Puget Sound	
Land Use Planning for Salmon, Steelhead and Trout: A land use planner's guide to salmonid	
Draft Fishway Guidelines For Washington State	
Draft Fish Protection Screen Guidelines for Washington State	
PHS Management Recommendations	
Compensatory Mitigation Policy	
White Paper - Channel Design	
White Paper - Dredging Activities: Marine Issues	
White Paper - Ecological Issues in Floodplains and Riparian Corridors	
White Paper - Freshwater Gravel Mining and Dredging Issues	
White Paper - Marine and Estuarine Shoreline Modification Issues	
White Paper - Over-Water Structures: Freshwater Issues	
White Paper - Overwater Structures: Marine Issues	
White Paper - Protection of Marine Riparian Functions in Puget Sound, Washington	
White Paper - Treated Wood Issues Associated with Overwater Structures in Marine and Freshwater Environments	

Form A-5. Essential reading within the first year of service. Habitat Biologists will maintain a working knowledge of this information.

	Completed Date
Guidance documents:	
• Guidance Regarding Compensatory Mitigation for Dredging	
• Hydraulic Project Approvals (HPAs)	
• Interagency Regulatory Guide - Advance Permittee-Responsible Mitigation	
• Mineral Prospecting HPAs - 2009 Processing Directions (revised)	
• Processing Forest Practice Applications for Hydraulic Projects	
• Barge Landing Guidance Memo	
• Boat Hoist Guidance Memo	
• Monitoring Compliance with the State Hydraulic Code (Chapter 77.55 RCW) (Policy 5212)	
• Coordination on State-Owned Aquatic Lands Guidance Memo - DNR's Aquatic Land Manager's Areas	
• Requiring or Recommending Mitigation (Policy M5002)	
• Guidance for HPAs for Projects over Eelgrass	
• Stormwater Project Guidance Memo	
• WSDOT Emergencies Guidance Memo	
Interagency Agreements (MOUs and MOAs), Historical Perspectives, and Case Studies: • WDFW and DNR MOU, February 2013	
• U.S. Forest Service Hydraulic Projects MOU, January 2012	
• HPA Cover Letter Template - Form Field Version	
• HPA Cover Letter Template - Non Form Field Version	
• Skagit Drainage and Fish Initiative MOU	
• Drainage and Irrigation District 17 Agreement (May 5, 2005)	
• Little Drainage and Irrigation District 22 Agreement (May 5, 2005)	
• Consolidated Diking District 22 Agreement (September 11, 2005)	
• Dike, Drainage, and Irrigation District 12 Agreement (September 5, 2005)	
• WSDOT Hydraulic Projects MOA - May 2008	
• Memorandum of Agreement on Pilot General Hydraulic Project Approval (HPA) for Fish Passage Structures	

Appendix B

HPA SUPPORT STAFF: TABLES and FORMS

Table B-1. Key Elements for HPA Support Staff. Use Form 6 to record results.

Coach/Mentor	Topic	Key Elements
Supervisor or experienced support staff	APPS structure, features and use	• Logging in • Navigation within APPS • Administrative user features and roles • Daily reports and queries • Application process work flow • Problem solving
Supervisor or experienced support staff	Online HPA application processing	• Locating applications requiring processing • Identifying expedited vs standard vs FHEP applications • Criteria for Administrative Review completeness • Methods for contacting applicants/agents of application adequacy • Assigning application for Habitat Biologist review • Required timelines • Letter/email formats • Processing application fee payments • Handling processing or system errors • Records retention
Supervisor or experienced support staff	Emailed or hard copy HPA application processing	• Locating applications requiring processing • Identifying expedited vs standard vs FHEP applications • Criteria for Administrative Review completeness • Methods for contacting applicants/agents of application adequacy • Assigning application for Habitat Biologist review • Required timelines • Letter/email formats • Processing application fee payments • Handling processing or system errors • Transfers from HPMS
Supervisor or experienced support staff	Handling HPA application payments	• Mandatory fee handling processes required by WA State Treasurer • Temporary storage of checks • Money Log • Delivery of checks to Fiscal • Payment entry in APPS • Handling refunds
Supervisor or experienced support staff	HPA appeals	• Procedure for receiving and distributing requests for HPA appeal
Supervisor or experienced support staff	Public Disclosure Requests	• Public Records Act • HPA filing and retrieval procedures • Archiving historical files • Email procedures • Responding to public records requests
Supervisor	Accountability	• Organizational skills (Time management, task prioritization) • Prompt completion and reporting of assignments • Prompt HPA processing – legal or agreed time constraints • Customer feedback • Employee performance measures o Personal Conduct o Reliability o Dependability o Attitude • Working effectively in a team • Lean initiatives
Supervisor or experienced support staff	Customer Service	• Phone etiquette • Email etiquette • Required response time for help requests • Retention of incoming and outgoing emails
Supervisor	Introduction to statutes and rules	• Intro to Hydraulic Code • Intro to Hydraulic Code rules • Intro to SEPA

Form B-1. HPA Support Staff training and proficiency assessment. Applies to new hires, transfers into HPA Support Staff positions, or to verify specific existing knowledge and skills.

Name: _____ Supervisor's Name: _____

Observation Period Start Date _____ End Date _____

Instructions: Rate the trainee's performance by entering the date under the appropriate score and initial the observation:
Achieved – demonstrates a functional understanding of topic and its underlying concepts with 100% compliance
Expected to Achieve – With minimal additional training or experience, the employee is expected to fully achieve
Not Achieved – did not demonstrate a functional understanding of the issue and its underlying concepts
N/A – was not requested to perform this task, or task was not observed

Refer to the Key Elements identified in Table 1.
If "Not Achieved" or "Expected to Achieve" boxes are checked, provide a detailed explanation at the end of this form.

Topic	***Achieved***	***Expected to Achieve***	***Not Achieved***	***N/A***	Observer's Initial
Basic HPA authority • Chapter 77.55 RCW					
• Chapter 220-660 WAC					
Standard HPAs • Application criteria & review					
Expedited HPAs • Application criteria & review					
Emergency HPAs • Application criteria & review					
• Post issuance process					
General HPAs • Application criteria & review					
Fish Habitat Enhancement HPAs • Project criteria, processing & review					
Communications • Verbal					
• Written					
• Chain-of-command					
Accountability • Letters					
• Process and guidelines					
• Information retention					
• Public Disclosures					
HPA appeals					
• Processing procedures					
• Working with the Team					

Form B-1 Continued.

Topic	*Achieved*	*Expected to Achieve**	*Not Achieved*	*N/A*	Observer's Initial
General • Work Ethic					
• Accepts direction, willingness to learn, try new approaches, techniques					
• Inter-personal relations: stakeholders, public, co- workers, sister agency staff					
• Personal conduct/appearance					
• Organization					
• Record keeping					
Customer Service Skills • Phone etiquette					
• Email etiquette					
• Timely responses					
• Accurate responses					
APPS Use • Adequate knowledge of system, user roles, functionality, navigation					
Fiscal responsibility • Correct processing of HPA application fees					
COMMENTS:					

Form B-2. Required training topics within the first year of service, and list of topics an expert HPA Support Staff uses frequently to support their decisions and work.

	Completed Date
APPS permit system	
Customer Service Skills	
Hydraulic Code Basics (Chapter 77.55 RCW)	
Hydraulic Code Rules Basics (Chapter 220-660 WAC)	
SEPA basics	
Communication skills	
Lean methodologies and thinking	
Cash handling and receipts	
Public Records Act requirements	
Team work	

Form B-3. Essential training, recommended within the first year of service, or as soon as possible or available.

	Completed Date
Collaboration	
Conflict Management	
Negotiation	
Time Management	

Form B-4. Required reading within the first year of service. HPA Support Staff will be expected to be familiar with and able to readily use and refer to the following information.

	Completed Date
HPA Manual	
Five Dysfunctions of a Team	
Strengths Finder	
2 Second Lean	
Fun Facts	
APPS videos	
APPS User Manuals (agency and public versions)	
APPS Step by Step Manual	

Form B-5. Recommended reading within the first year of service. HPA Support Staff will maintain a working knowledge of this information.

	Completed Date

Appendix C

FISH PASSAGE STAFF: TABLES and FORMS

Table C-1. Key Elements for Fish Passage Staff Proficiency. Use Form 12 to record results.

Staff Category SB = Scoping Biologist; SBW = Scoping Biologist WA Department of Transportation Projects; SS = Supervisory Staff; IC = Inventory Crew; PMB = Project Management Biologist

Coach/Mentor	Staff	Topic	Key Elements
TECHNICAL AND REGULATORY			
Supervisor	SB	Scoping the HPA	• Arranging and conducting on-site review with applicant • Assisting applicant with project concept • Identifying proper RCWs and WACs • Defining proper work window (fish distribution, lifecycles) • Review of application for completeness (different requirements for each type of HPA) • SEPA compliance • Proper use of APPS • Processing of incomplete application • Placing application on/off hold
Supervisor	SBW	Issuing the HPA: • Standard	• Identifying project components • Criteria for use – accept or reject • Process for review and issuance • Complete location information • Referencing or specifying appropriate mitigation for project impacts • Clear, understandable provisions set in logical order for applicant to follow • Provisions are complete for work authorized to conduct • Issued within statutory time lime for the type of HPA issued
Supervisor	SBW	Processing Fish Habitat Enhancement HPAs under RCW 77.55.181	• Criteria and timelines for use • Process for RHPM approval • Issuing HPA
Agency expert or Short Course	SB, SBW, PMB	Basic Salmon Behavior and Ecology	• Behavioral ecology • Understanding of cause and effect related to harm of fish or their habitat • Understand and evaluate project impacts
Agency expert	SB, IC	Water Typing	• Forest and Fish Protocol review • Field training in fish habitat recognition • Electrofishing training
Supervisor	SBW, PMB, SS	Accountability Processing Fish Habitat Enhancement HPAs under RCW 77.55.181	• Maintaining o Phone logs o Field notes o Timesheet o Vehicle maintenance and reporting • Organizational skills (Time management, task prioritization) • Prompt distribution of necessary letters • Prompt HPA issuance – legal time constraints (e.g. 45 days) • Limited justifiably negative feedback from co-managers and partner agencies
Agency expert. Staff direct	SB, PMB, SS	Project or Task Management	• Lean Initiatives • Process and guidelines followed • Records retention and storage • Public Disclosure requests – proper processing

Table C-1 Continued.

Sr. Fish Passage	SB, SBW	Compliance monitoring	• Field techniques • Accurate and complete recording of necessary data • Conducted adequate number of inspections
Sr. Fish Biologist or short course	SB	Salmon Recovery	• Project Design and prioritization • Recovery Plan implementation Funding, acquisition
Agency experts or short course	SB	Interdisciplinary Training	• Technical guidance for: • Fish ecology • Amphibian and reptile ecology • Fluvial geomorphology • minimum steam flows for fish • data analysis consulting
ADMINISTRATION AND MANAGEMENT			
Fish Passage staff and Supervisor Environmental Engineers and Supervisor		Interaction with Fish Passage staff and the FPDSI Interaction with and support from engineers	• How and when Fish Passage staff interacts with HB • Technical guidance for: o ISPG o SHRG o Water Crossing Guidelines •
Supervisor		Interaction with other WDFW Programs	• CAMP • Fish • Lands • Wildlife
Supervisor		Familiarity with other Natural Resource Program areas	• WDNR Forest and Fish • WDOE Dam and Hydrology • Federal Services ESA, MSA, consultation
Supervisor	SB, IC, PMB	Onboarding	Employee Handbook Mandatory Training
• CUSTOMER SERVICE PUBLIC OUTREACH			
Supervisor		Communication and interaction with applicants, peers, and superiors	• Diffusing conflict situations • Clear, concise – few negative reports from applicants • Positive, effective • Chain-of-command followed
Supervisor		Power point presentations	• Putting on effective presentations • Public speaking
Supervisor	SB, PMB	Fish Barrier Removal Board	• Prioritization • Focus Areas

Form C-1. Fish Passage Staff training and proficiency assessment. Applies to new hires, transfers into Fish Passage positions, or to verify specific existing knowledge and skills.

Fish Passage and Screening Biologist Name: _____ Supervisor's Name: _____

Observation Period Start Date _____ End Date _____

Instructions: Rate the trainee's performance by entering the date under the appropriate score and initial the observation:
Achieved – demonstrates a functional understanding of topic and its underlying concepts with 100% compliance
Expected to Achieve – With minimal additional training or experience, the employee is expected to fully achieve
Not Achieved – did not demonstrate a functional understanding of the issue and its underlying concepts
N/A – was not requested to perform this task, or task was not observed

Refer to the Key Elements identified in Table 1.
If "Not Achieved" or "Expected to Achieve" boxes are checked, provide a detailed explanation at the end of this form.
N/A Column depicts the Staff Category that is NOT subject to this training topic: **SB** = Scoping Biologist; **SBW** = Scoping Biologist WA Department of Transportation Projects; **SS** = Supervisory Staff; **IC** = Inventory Crew; **PMB** = Project Management Biologist

Topic	***Achieved***	***Expected to Achieve***	***Not Achieved***	***N/A***	Observer's Initial
TECHNICAL AND REGULATORY					
Basic HPA authority • Chapter 77.55 RCW				IC	
• Chapter 220-660 WAC				IC	
Fishways, Flow, and Screening • Chapter 77.57 RCW					
Standard HPAs • Application criteria & review				SB, IC	
• Issuing the HPA				SB, IC	
Expedited HPAs • Application criteria & review				IC, SS, PMB	
• Issuing the HPA				IC, PMB	
Emergency HPAs • Application criteria & review				SB, SS, PMB	
• Issuing the HPA				SB, SS, PMB	
General HPAs • Application criteria & review				SB, IC, SMB	
• Issuing the HPA				SB, IC, SMB	
Fish Habitat Enhancement HPAs • Project criteria, processing &				SS, IC, PMB	
• Issuing the HPA				SS, IC, PMB	
Denial of an HPA				SS, IC, PMB	
HPA appeals • Timely actions & response				IC, PMB	
Protection of Fish Life • Accurately measures impacts				SS, IC	
• Ensures complete mitigation				SS, IC	
Compliance Monitoring • Site review complete				IC	
• Data archived				IC	
• Violations processed appropriately				IC	
Fish and Stream Ecology				IC, SS, PMB	

Form C-1 Continued.

ADMINISTRATION AND MANAGEMENT					
Accountability • Letters					
• Process and Guidelines					
• Information retention				IC	
• Public Disclosures				IC	
Program Knowledge/Interaction • CAMP, Fish, Lands, Wildlife				IC	
Project Management • LEAN initiatives				IC, SB	
• Project Management Essentials				IC, SB	
• Task Management, Documentation				IC, SB	
Salmon Recovery • Project Design, prioritization				IC	
• Recovery Plan implementation				IC	
• Funding, acquisition				IC	
• Partnerships				IC	
Land Use/PHS • Grasp of GMA/SMA				IC	
• Familiarity with PHS tools				IC	
Fish Passage/Water Crossing Design • Grasp of culvert/bridge design					
• Barrier assessment ability					
• Implementation via HPAs				IC	
Forest Practices • Implement the Forest and Fish law				IC, PMB	
• FPA review and process				IC, PMB	
• Water Type modifications				IC, PMB	
General • Work Ethic					
• Accepts direction, willingness to					
• Inter-personal relations:					
• Personal conduct					
• Organization					
• Record keeping					
Other Environmental Statutes • SEPA/NEPA				IC, PMB	
• Forest Practice Act				IC, PMB	
• Corps 404 Permit				IC, PMB	
• Corps Nationwide Permit				IC, PMB	
• Water Quality Certification				IC, PMB	
• Endangered Species Act				IC, PMB	
• Knowledge of fish life and fish					

Form C-1 Continued.

CUSTOMER SERVICE / PUBLIC OUTREACH					
External Communication, Interaction • Conflict and Negotiation					
• Public Speaking and Presentations				IC	
• Fish Barrier Removal Board				IC	
• Product Awareness (flyers, internet)					
Internal Communication, Interaction • Verbal					
• Written					
• Chain of Command					
COMMENTS:					

Form C-2. Required training topics within the first year of service, and list of topics a Fish Passage Staff Scoping or General Staff Biologist uses frequently to support their decisions and work.

	Completed Date
APPS permit system	
HPA, complete training, FPA integration	
WDFW Mitigation Guidelines	
Stream Habitat Restoration Guidelines	
Integrated Streambank Protection Guidelines	
Water Crossing Design Guidelines	
Compliance and Effectiveness Monitoring	
Compliance Monitoring Equipment use	
Salmon Recovery Implementation Basics	
Fish Passage	
SMA Basics	
PHS Basics	
Water typing, determining Bank Full Width (BFW)	
Determining Ordinary High Water (OHW)	
SEPA basics	
Engineering basics/Reading Construction Plans/Verify cross sections	
Stream Bypass Construction	
Communication	

Form C-3. Essential training, recommended within the first year of service, or as soon as possible or available.

	Completed Date
Large Wood 101	
Stream Ecology	
Marine Ecology	
Coastal Processes (Tidal, Beach Erosion)	
Process based restoration	
Collaboration	
Conflict Management	
LEAN	
GIS - ArcView	
Forest and Fish Adaptive Management	
Habitat Equivalency Analysis	
Climate Change	
Negotiation	
Time Management	
Plant identification – aquatic/terrestrial	

Form C-4. Required reading within the first year of service. Fish Passage Scoping or General Staff Biologist will be expected to be familiar with and able to readily use and refer to the following information.

	Completed Date
HPA Manual	
WDFW SHRG	
WDFW ISPG	
Water Crossing Guidelines	
Land Use Planning for Salmon, Steelhead and Trout: A land use planner's guide to salmonid habitat protection and recovery	
Draft Fishway Guidelines For Washington State	
Draft Fish Protection Screen Guidelines for Washington State	
PHS Management Recommendations	
Compensatory Mitigation Policy	
White Paper - Channel Design	
White Paper - Ecological Issues in Floodplains and Riparian Corridors White Paper - Dredging Activities: Marine Issues	
White Paper - Over-Water Structures: Freshwater Issues White Paper - Marine and Estuarine Shoreline Modification Issues White Paper - Ecological Issues in Floodplains and Riparian Corridors	
White Paper - Overwater Structures: Marine Issues White Paper - Over-Water Structures: Freshwater Issues White Paper - Freshwater Gravel Mining and Dredging Issues	
White Paper - Protection of Marine Riparian Functions in Puget Sound, Washington White Paper - Overwater Structures: Marine Issues White Paper - Marine and Estuarine Shoreline Modification Issues	
White Paper - Protection of Marine Riparian Functions in Puget Sound, Washington White Paper - Over-Water Structures: Freshwater Issues	
White Paper - Treated Wood Issues Associated with Overwater Structures in Marine and Freshwater Environments White Paper - Overwater Structures: Marine Issues	
White Paper - Protection of Marine Riparian Functions in Puget Sound, Washington	
White Paper - Treated Wood Issues Associated with Overwater Structures in Marine and Freshwater Environments	

Form C-5. Recommended reading within the first year of service. Habitat Biologists will maintain a working knowledge of this information.

	Completed Date
Guidance documents:	
• Guidance Regarding Compensatory Mitigation for Dredging	
• Hydraulic Project Approvals (HPAs)	
• Interagency Regulatory Guide - Advance Permittee-Responsible Mitigation	
• Mineral Prospecting HPAs - 2009 Processing Directions (revised)	
• Processing Forest Practice Applications for Hydraulic Projects	
• Barge Landing Guidance Memo	
• Boat Hoist Guidance Memo	
• Monitoring Compliance with the State Hydraulic Code (Chapter 77.55 RCW) (Policy 5212)	
• Coordination on State-Owned Aquatic Lands Guidance Memo◦DNR's Aquatic Land Manager's Areas	
• Requiring or Recommending Mitigation (Policy M5002)	
• Guidance for HPAs for Projects over Eelgrass	
• Stormwater Project Guidance Memo	
• WSDOT Emergencies Guidance Memo	
Interagency Agreements (MOUs and MOAs), Historical Perspectives, and Case Studies: • WDFW and DNR MOU, February 2013	
• U.S. Forest Service Hydraulic Projects MOU, January 2012	
• HPA Cover Letter Template - Form Field Version	
• HPA Cover Letter Template - Non Form Field Version	
• Skagit Drainage and Fish Initiative MOU	
• Drainage and Irrigation District 17 Agreement (May 5, 2005)	
• Little Drainage and Irrigation District 22 Agreement (May 5, 2005)	
• Consolidated Diking District 22 Agreement (September 11, 2005)	
• Dike, Drainage, and Irrigation District 12 Agreement (September 5, 2005)	
• WSDOT Hydraulic Projects MOA - May 2008	
• Memorandum of Agreement on Pilot General Hydraulic Project Approval (HPA) for Fish Passage Structures	

Appendix D

OIL SPILL TEAM: TABLES and FORMS

Table D-1. Key Elements for Oil Spill Team Member Proficiency. Use Form 15 to record results.

Coach/Mentor	Topic	Key Elements
Experienced OST Bio or Supervisor	Issuing an emergency HPA	• Identifying project components • Complete location information • Referencing or specifying appropriate mitigation for project impacts • Clear, understandable provisions set in logical order for applicant to follow • Provisions are complete for work authorized to conduct • Issued within statutory time lime for the type of HPA issued
Experienced OST Bio or Supervisor	Protection of fish life	• Understand and evaluate project impacts • Identifying and "negotiating" mitigation appropriate to resource impact (POL 5002)
Supervisor or Spill Team Biologist	Oil Spill Response/Preparedness	• Able to independently serve as the OST Duty Officer and be able to respond to spill notifications as appropriate • Participates in Environmental Unit during drills/responses • Participates in the Wildlife Branch during drills/responses • Familiarity with the Northwest Area Contingency Plan • Proficiency in use of PPE and decontamination protocols as appropriate • Proficiency in use of team equipment • Proficiency in ability to safely and effectively participate in reconnaissance activities, including those by ground, water, and air.
Supervisor or Spill Team Biologist	External stakeholder relationships	• Demonstrate an understanding of the roles and responsibility of external stakeholders relative to oil spill response. • Develop and maintain contacts with external stakeholders.
Supervisor or Spill Team Biologist	Wildlife Species Identification	• Ability to identify common fish and wildlife that occurs in the PNW, including birds, mammals, fish, amphibians, etc.
Supervisor or Spill Team Biologist	Natural Resource Damage Assessment	• Familiarity with the WA NRDA process. • Familiarity with the Joint Assessment Team manual • Familiarity with protocols for collecting tissue, sediment, and water samples. • Familiarity with carcass collection protocols • Familiarity in using chain-of-custody form
Supervisor or Spill Team Biologist	Oil Spill Planning	• Familiarity with Geographic Response Plans, NWACP • Familiarity with contingency plans. • Familiarity with trustee/stakeholder forums (committees, task forces, workgroups, etc.).

Form D-1. Oil Spill Team training and proficiency assessment. Applies to new hires, transfers into Oil Spill Team positions, or to verify specific existing knowledge and skills.

Biologist Name: _____ Supervisor's Name: _____

Observation Period Start Date _____ End Date _____

Instructions: Rate the trainee's performance by entering the date under the appropriate score and initial the observation:
Achieved – demonstrates a functional understanding of topic and its underlying concepts with 100% compliance
Expected to Achieve – With minimal additional training or experience, the employee is expected to fully achieve
Not Achieved – did not demonstrate a functional understanding of the issue and its underlying concepts
N/A – was not requested to perform this task, or task was not observed

Refer to the Key Elements identified in Table 1.
If "Not Achieved" or "Expected to Achieve" boxes are checked, provide a detailed explanation at the end of this form.

Topic	***Achieved***	***Expected to Achieve***	***Not Achieved***	***N/A***	Observer's Initial
Basic HPA authority					
• Chapter 77.55 RCW					
• Chapter 220-660 WAC					
Emergency HPAs					
• Application criteria & review					
• Issuing the HPA					
Protection of Fish Life					
• Accurately measures impacts					
• Ensures complete mitigation					
Communications					
• Verbal					
• Written					
• Chain-of-command					
Accountability					
• Process and guidelines					
• Information retention					
• Public Disclosures					
Oil Spill Response					
• Incident Command System					
• Aircraft and boat safety					
• Hazwoper Certification					
• Natural Resource Damage Assessment					
Planning					
• Response contingency plans					
• Drills					
General					
• Work Ethic					
• Accepts direction, willingness to learn,					
• Inter-personal relations: stakeholders,					
• Personal conduct					
• Organization					
• Record keeping					

Form D-1 Continued.

Topic	*Achieved*	*Expected to Achieve*	*Not Achieved*	*N/A*	Observer's Initial
Other Environmental Statutes					
• SEPA/NEPA					
• Corps 404 Permit					
• Corps Nationwide Permit					
• Water Quality Certification					
• Endangered Species Act					
COMMENTS:					

Form D-2. Required training topics within the first year of service, and list of topics an expert Oil Spill Team Biologist uses frequently to support their decisions and work.

	Completed Date
APPS permit system	
HPA, complete training,	
WDFW Mitigation Guidelines	
PHS Basics	
Communication	

Form D-3. Essential training, recommended within the first year of service, or as soon as possible or available.

	Completed Date
Stream Ecology	
Marine Ecology	
Coastal Processes (Tidal, Beach Erosion)	
Process based restoration	
Collaboration	
Conflict Management	
LEAN	
GIS - ArcView	
Habitat Equivalency Analysis	
Negotiation	
Time Management	

Form D-4. Required reading within the first year of service. OST staff will be expected to be familiar with and able to readily use and refer to the following information.

	Completed Date
Familiar with NWACP	
Familiar with GRPs	
Protecting Washington's Coastal Population of Sea Otters from the Increasing Risk of Oil Spills	
Wildlife response documents	
Damage assessment and sampling protocols	
HPA Manual (as they relate to emergency HPA's)	
Compensatory Mitigation Policy	
White Paper - Protection of Marine Riparian Functions in Puget Sound, Washington	

Form D-5. Recommended reading within the first year of service. OST Biologists will maintain a working knowledge of this information.

	Completed Date
Guidance documents:	
• Hydraulic Project Approvals (HPAs)	
• Barge Landing Guidance Memo	
• Boat Hoist Guidance Memo	
• Coordination on State-Owned Aquatic Lands Guidance Memo - DNR's Aquatic Land Manager's Areas	
• Requiring or Recommending Mitigation (Policy M5002)	
• Guidance for HPAs for Projects over Eelgrass	
• Stormwater Project Guidance Memo	
• WSDOT Emergencies Guidance Memo	
Interagency Agreements (MOUs and MOAs), Historical Perspectives, and Case Studies: • WDFW and DNR MOU, February 2013	

Appendix E

SCIENCE: TABLES and FORMS

Table E1. Key Elements for Science Division Staff Proficiency.

The Science Division is comprised of topic experts in the fields of: Fresh Water Ecology, Decision Science and Risk Assessment, Stream Ecology and Ecological Monitoring, Spatial Ecology and Modeling, and Geomorphology. Science Division Staff must demonstrate deep understanding of science in their expertise, and a commitment to keeping up to date with new developments in their field. Each sections lead is expected to be current with advancements in experimental design and use of statistics in their field. Additionally, all section leads should strive to develop and maintain good oral and writing communications skills, and an ability to work across disciplines. The matrix below describes the key competencies and training required for all section leads within the Science Division.

Section / Key Element	Aquatic Habitat	Decisions Support	Habitat Conservation	Spatial Analytics	Water Team
Leadership	Req	Req	Req	Req	Req
Project Management	Req	Req	Req	Req	Req
Effective Communication (verbal)	Req	Req	Req	Req	Req
Technology/IT /Software	Opt	Opt	Opt	Opt	Opt
Facilitation	Opt	Req	Req	Opt	Req
Novatus Contract	Req	Req	Req	Req	Req
Effective communication (Science writing)	Opt	Opt	Opt	Opt	Opt
Conflict management	Opt	Opt	Opt	Opt	Req
Advance specific expertise training	Req	Req	Req	Req	Req
Advanced Statistics	Opt	Opt	Opt	Opt	Opt
Specific Knowledge and Skills	Occup. modeling, Optimal Data Anal.	Adapt. Manage., Land use, PHS Products	R, Optimal Data Anal.,	Stack Development	Salmon ecology

Appendix F

RESTORATION DIVISION ENVIRONMENTAL PLANNERS: TABLES and FORMS

Table F-1. Key Elements for Restoration Division Environmental Planner 2, 4, and 5 Proficiency. Use Form 1 to record results.

Coach/Mentor	Topic	Key Elements
Habitat ITS6 Restoration Bio 4	Puget Sound Partnership (PSP) Action Agenda*	Basic PSP structure and function Vital Signs, NTAs, and On-going Programs and our agencies role in contributing to, tracking and reporting.
Habitat Admin Ops Manager, Habitat Budget	Budget and Contracting	Agency Budget Tracking Tools and Agency Contract Tools and Processes.
Coastal Training Program	Coastal Geomorphology*	Excellent resource for understanding coastal geology, landforms, drift cells, and shoreline dynamics
Restoration Division Manager and staff	Process-based Ecosystem Restoration	Distinguish between process-based restoration and species-specific restoration and be able to articulate the broad benefits of process-based restoration and provide examples.
Habitat Forage Fish Biologists	Forage Fish*	Role importance of Forage Fish. Connection to the nearshore and shoreline modifications.
Restoration Division Manager and staff	Specific program history	Knowledge and history of PSNERP, ESRP, NEP, Columbia River and Chehalis Basin. Understanding the program's purpose and objectives and learning how to speak "Army Corps" and 'acronym" is important.
GSRO and RCO staff	Focused program reports	Knowledge of best management practices for outcomes and indicators for reports.
Other agency staff	Understanding agency and restoration community connections	Network with staff or attend meetings with the following organizations: Salmon Recovery Council, Salmon Recovery Funding Board, Ecosystem Recovery Coordinators, Coastal Hazard Resiliency Network, Governor's Salmon Recovery Office, Ecology's Floodplain by Design.
Federal and state contract managers	Grant program management	Understanding state and federal grant programs, best management practices, policies and procedures

* Puget Sound work areas only

Form F-1. Restoration Division Environmental Planner 2, 4, and 5 training and proficiency assessment. Applies to new hires, transfers into Restoration Division Environmental Planner 2, 4, and 5 positions, or to verify specific existing knowledge and skills.

Name: _____ Supervisor's Name: _____

Observation Period Start Date _____ End Date _____

Instructions: Rate the trainee's performance by entering the date under the appropriate score and initial the observation:
Achieved – demonstrates a functional understanding of topic and its underlying concepts with 100% compliance
Expected to Achieve – With minimal additional training or experience, the employee is expected to fully achieve
Not Achieved – did not demonstrate a functional understanding of the issue and its underlying concepts
N/A – was not requested to perform this task, or task was not observed

Refer to the Key Elements identified in Table 1.
If "Not Achieved" or "Expected to Achieve" boxes are checked, provide a detailed explanation at the end of this form.

Topic	***Achieved***	***Expected to Achieve***	***Not Achieved***	***N/A***	Observer's Initial
Marine and Nearshore Ecology*					
Freshwater Ecology					
Facilitation/conflict training					
CAPS					
Novatus					
PSP web-based tools*					
PRISM					
COMMENTS:					

* Puget Sound work areas only

Form F-2. Required training topics within the first year of service, and list of topics an expert Restoration Division Environmental Planner 2, 4, and 5 uses frequently to support their decisions and work.

	Completed Date
CAPS	
Novatus	
Contracting/Procurement	
Bill Analysis and Tracking	
Budget Development Training	
Records Retention	
Coastal Processes, Shoreline Modifications, and Beach Restoration (CTP)	
Shoreline Management and Stabilization Using Vegetation (CTP)	
Cultural Resources Training (Section 106 and 05-05)	
Microsoft Excel – Intermediate/Advanced	
PRISM	
Habitat Work Schedule and/or Nearshore Database	
BMPs for outcomes and indicators – focused program reports (EP5)	
Government to Government training	

Form F-3. Essential training, recommended within the first year of service, or as soon as possible or available for Restoration Division Environmental Planner 2, 4, and 5.

	Completed Date
Environmental Negotiations	
Persuasive Communication and Presentation of Environmental Projects	
Public Issues and Conflict Management (NOAA Coastal Services Center)	
Managing Shoreline Drainage: Slope Stability, Habitat & Water Quality (CTP)	
GIS/Spatial Data	
WDFW Leadership 1 (supervisors only)	
Emotional Intelligence	
Communication Skills	

Form F-4. Required reading within the first year of service. Nearshore EP 2 & 4 will be expected to be familiar with and able to readily use and refer to the following information.

	Completed Date
PSP Action Agenda	
PSNERP Implications of Observed Anthropogenic Changes to the Nearshore Ecosystems in Puget Sound	
PSNERP Principles for Strategic Conservation and Restoration	
PSNERP Management Measures for Protecting and Restoring the Puget Sound Nearshore	
PSNERP A Geomorphic Classification of Puget Sound Nearshore Landforms	
PSNERP Historical Change and Impairment of Puget Sound Shorelines	
PSNERP Strategic Needs Assessment: Analysis of Nearshore Ecosystem Process Degradation in Puget Sound	
PSNERP Strategies for Nearshore Protection and Restoration in Puget Sound	
PSNERP Program Documents	
Treaty Rights At Risk, July 2011	

Form F-5. Essential reading within the first year of service. Nearshore EP 2 & 4 will maintain a working knowledge of this information.

	Completed Date
All other PSNERP technical reports not listed above	
(AHG)Protecting Nearshore Habitat and Functions in Puget Sound: June 2010 Revised Edition	
(AHG) Marine Shoreline Design Guidelines	
Multiscale impacts of armoring on Salish Sea shorelines: Evidence for cumulative and threshold effects (M. Dethier et al, 2016)	
Rethinking Living Shorelines (Pilkey et al 2012)	

Form F-6. Required reading within the first year of service. ESRP EP 5 will be expected to be familiar with and able to readily use and refer to the following information.

	Completed Date
PSNERP Strategies Report	
ESRP Policy and Guidance Manual	
ESRP Past RFP Documents	
RCO Grant Manuals	

Form F-7. Essential reading within the first year of service. ESRP EP 5 will maintain a working knowledge of this information.

	Completed Date
Relevant PSNERP Technical Reports	

Form F-8. Required reading within the first year of service. Columbia EP 5 will be expected to be familiar with and able to readily use and refer to the following information.

	Completed Date
LCR Habitat Estuary MOA	

Form F-9. Essential reading within the first year of service. Columbia EP 5 will maintain a working knowledge of this information.

	Completed Date
Relevant documents in Columbia River Fish	

Form F-10. Required reading within the first year of service. NEP EP 4 & 5 will be expected to be familiar with and able to readily use and refer to the following information.

	Completed Date
Puget Sound Action Agenda and updates	

Form F-11. Essential reading within the first year of service. NEP EP 4 & 5 will maintain a working knowledge of this information.

	Completed Date
PSP and PSI reports related to the Action Agenda (e.g. Pressure Assessment, Vital Signs Alignment with Strategic Initiatives, Biennial Science Workplan, etc)	
Treaty Rights at Risk, July 2011	

Form F-12. Required reading within the first year of service. Chehalis Basin EP 5 will be expected to be familiar with and able to readily use and refer to the following information.

	Completed Date
Chehalis Basin Strategy	
Chehalis Basin Aquatic Basin Enhancement Plan	
Chehalis Basin Watershed Management Plan	
Chehalis Basin Salmon Habitat Restoration & Preservation Work Plan for WRIA 22 and 23	

Form F-13. Essential reading within the first year of service. Chehalis Basin EP 5 will maintain a working knowledge of this information.

	Completed Date
Treaty Rights at Risk, July 2011	

Appendix G

RFEG COORDINATOR: TABLES and FORMS

Table G-1. Key Elements for RFEG Coordinator Proficiency. Use Form G-1 to record results.

Coach/Mentor	Topic	Key Elements
Budget Analyst 3	CAPS Financial	• Create new spending plans • Update current plans
Budget Analyst 3	Novatus Contracting System	• Create new contract • Request amendments to existing contracts
Budget Analyst 3	DES Enterprise Reporting	• Learn to navigate the reporting system
Supervisor & Fish Program staff	ECR	• Become familiar with the contract

Form G-1. RFEG Coordinator training and proficiency assessment. Applies to new hires, transfers into MA4 positions, or to verify specific existing knowledge and skills.

Name: _____ Supervisor's Name: _____

Observation Period Start Date _____ End Date _____

Instructions: Rate the trainee's performance by entering the date under the appropriate score and initial the observation:
Achieved – demonstrates a functional understanding of topic and its underlying concepts with 100% compliance
Expected to Achieve – With minimal additional training or experience, the employee is expected to fully achieve
Not Achieved – did not demonstrate a functional understanding of the issue and its underlying concepts
N/A – was not requested to perform this task, or task was not observed

Refer to the Key Elements identified in Table 1.
If "Not Achieved" or "Expected to Achieve" boxes are checked, provide a detailed explanation at the end of this form.

Topic	***Achieved***	***Expected to Achieve***	***Not Achieved***	***N/A***	Observer's Initial
Invoices approved and routed to fiscal in a timely manner					
Fiscal issues resolved with RFEG and fiscal staff within a timely manner					
Contracts and amendments submitted in Novatus in a timely manner					
Monthly reconciliations with RFEG expenditure tracking sheet, fiscal tracking sheet, and Enterprise Reporting reports					

Form G-2. Required training topics within the first year of service, and list of topics the RFEG Coordinator uses frequently to support their work.

	Completed Date
C.A.P.S. Financial	
DES Motor Pool Reporting System	
Enterprise Reporting	
Novatus CMS	
MS Excel	
WA State Contract Management 101	
WA State Procurement Ethics	

Form G-3. Essential training, recommended within the first year of service, or as soon as possible or available.

	Completed Date
Language of Leadership	
Negotiation Skills	
Communication Principles	
WDFW Leadership for the Future	
Emotional Intelligence	

Form G-4. Required reading within the first year of service. RFEG Coordinator will be expected to be familiar with and able to readily use and refer to the following information.

	Completed Date
RCW Chapter 77.95, Salmon Enhancement Program	
WAC Chapter 220-140, Regional Fisheries Enhancement Groups	
RCW Chapter 24.03, Washington Non-profit Act	
RFEG Cost Reimbursement Manual	
Washington State Administrative and Accounting Manual (SAAM)	
Super Circular – OMB 2 CFR Chapter I and II	
RFEG Program Annual Reports	
ECR contract	

Form G-5. Essential reading within the first year of service. Habitat Biologists will maintain a working knowledge of this information.

	Completed Date
Any studies or reports on ECR or RFEGS	

Appendix H

COMMUNITY OUTREACH ENVIRONMENTAL EDUCATION SPECIALIST 4: TABLES and FORMS

Table H-1. Key Elements for Community Outreach Environmental Education Specialist 4 Proficiency. Use Form H-1 to record results.

Coach/Mentor	Topic	Key Elements
Section managers and lead staff	• Habitat 101	• Learn the habitat program • Individual programs • Typical work, audiences, customers
Public Affairs Office	• WDFW Public Affairs procedures, processes,	• How the public affairs office interacts with the COESS 4 position
Habitat Admin Staff	Printing	• Mechanisms for ordering print jobs
Habitat Admin Staff	WDFW Internal software, procedures	• Total Time, TEMS, etc
Public Affairs Office	Website updates	• How to request website changes • Procedures, processes for content
Supervisor	Internal habitat guidance documents	• Know where to find pertinent documents • Know what's in those documents • How to use them for reference

Form H-1. COESS 4 training and proficiency assessment. Applies to new hires, transfers into COESS 4 Habitat positions, or to verify specific existing knowledge and skills.

Name: _____ Supervisor's Name: _____

Observation Period Start Date _____ End Date _____

Instructions: Rate the trainee's performance by entering the date under the appropriate score and initial the observation:
Achieved – demonstrates a functional understanding of topic and its underlying concepts with 100% compliance
Expected to Achieve – With minimal additional training or experience, the employee is expected to fully achieve
Not Achieved – did not demonstrate a functional understanding of the issue and its underlying concepts
N/A – was not requested to perform this task, or task was not observed

Refer to the Key Elements identified in Table 1.
If "Not Achieved" or "Expected to Achieve" boxes are checked, provide a detailed explanation at the end of this form.

Topic	***Achieved***	***Expected to Achieve***	***Not Achieved***	***N/A***	Observer's Initial
Proficient in Adobe Creative Suite software					
Proficient in Office Suite software (including Publisher and PowerPoint)					
Proficient in creating website updates requests					

Form H-2. Required training topics within the first year of service, and list of topics an expert Habitat Biologist uses frequently to support their decisions and work.

	Completed Date
Social Marketing	

Form H-3. Essential training, recommended within the first year of service, or as soon as possible or available.

	Completed Date

Form H-4. Required reading within the first year of service. COESS4 will be expected to be familiar with and able to readily use and refer to the following information.

	Completed Date

Form H-5. Essential reading within the first year of service. Habitat Biologists will maintain a working knowledge of this information.

	Completed Date

Appendix I

RESTORATION ITS5: TABLES and FORMS

Table I-1. Key Elements for Restoration ITS5. Use Form I-1 to record results.

Coach/Mentor	Topic	Key Elements
Habitat Program GIS Coordinator	ArcGIS Software User Account	• Establish user account for ArcGIS.
Habitat Program GIS Coordinator	Learn Agency GIS Resources	• Familiarize staff with the enterprise repository for geolib and ArcGIS Online.
ITS Spatial Data Manager	Information Technology Standards	• Receive material resources for DFW data management standards and best practices.
Habitat Program Fish Passage Subject Matter Expert	Learn Fish Passage Diversion Screening Inventory Assessment & Prioritization Protocol	• Work with Fish Passage Division subject matter expert to learn the methods and standards for collecting, entering, maintaining and inventorying fish passage, diversion and screening data.
Habitat Program Nearshore/Forage Fish Ecologist	Learn Forage Fish Spawning Beach Survey Protocol and Methodology	• Work with the Habitat Program Nearshore/Forage Fish Ecologist to learn about the methods and standards for collecting, entering, maintaining and inventorying data related to spawning beach surveys.
WDFW Novatus Team Captain	Data Sharing Agreements	• Review any data sharing agreements or MOUs that are in place to support data managed by this position.

Form I-1. Required reading within the first year of service. Restoration ITS5 will be expected to be familiar with and able to readily use and refer to the following information.

	Completed Date
Review the Data Architecture Developer Standards document, use it in your development efforts	

Appendix J

ADMINISTRATION: TABLES and FORMS

Table J-1. Key Elements for Administration Staff Proficiency. Use Form I-1 to record results.

This training plan creates a standard for new hires to be completed mostly within one year, with some budget-related trainings only being offered by DES once every biennium. The training plan includes general skills and budget-related topics.

The following is a list of existing modules:

Title	Format/Source
Enterprise Reporting	Online/DES
Contracts and Payables	Online/DES

Budget and Fiscal Trainings	Contact 1	Contact 2
Chart of Accounts and Program Expenditure Authority		
Review of your program's chart of accounts	Lori Peterson	Kayla Saville
Control Totals and Proportional Admin Funding (PAF)	Diane Hagen	Lori Peterson
Cost Allocation, methodology, incentives, and allotments	Tim Gallivan	Morgan Stinson
Indirect Model and Indirect Recovery to Programs	Diane Hagen	Nancy Muir-Clouse
Contracts and Allotments (Spending Plans)		
Starter Novatus and CAPS Financial	Jeff Hugdahl	Tiffany Hicks
Web Intelligence and Reporting at WDFW		
DES - Enterprise Reporting: Introduction Web Intelligence	DES	
Universes	Morgan Stinson	Lori Peterson
Tips and Tricks	Morgan Stinson	Lori Peterson
DES - Enterprise Reporting Web Intelligence-Advanced Users	DES	
Labor and Payroll		
CRAT, Labor Distribution, and Payroll Reports	Nicole Harper	Karen McManus
OrgPublisher Budget Group and Excel Downloads	Rebecca McGuire	Morgan Stinson
Program Fiscal Data		
Fuel cards (Voyager data) and VMTS for agency-owned vehicles	Jennifer Quartano	Anna Black
Online Vehicle Mileage and DES contract terms	Cindy Kerilla?	Kim Hurley
Fiscal Reporting - Labor reports & JVs	Nicole Harper	Karen McManus
Fund Balance Reports & Quarterly Budget Status Reports	Lori Peterson	Diane Hagen
Excel		
Excel Tips and Tricks (Pivot Tables, etc.; NOT beginner; that's assumed)	Morgan Stinson	Lori Peterson

Table J-1 Continued

Excel Basic (Level 2 and 3)	DES	Lynda.com
Excel for Financial Reporting	Lynda.com	
Fiscal Notes		
Fiscal Notes (coordinating)	Kayla Saville	Catherine Suter
Fiscal Notes (writing & reviewing)	Catherine Suter	Owen Rowe
Internet Fiscal Note System	DES	Kayla/Catherine
CAMP and Capital		
Expenditure authority and how to read a capital budget	Aaron Harris	Morgan Stinson
Distributed costs and submitting a maintenance or capital request	Aaron Harris	Morgan Stinson
Other		
Lands and Buildings, Lease Rates and Indirect, FIS (OFM's Facility Inventory System), LIS (DFW's Lands Inv Syst), and EPIC (DFW's capital asset inv syst)	Julie Howard	
TEMS and the role of programs	Jenika Stinkeoway	Kim Hurley
Communication (Assertive Communication, Communication Styles and Skills, etc.)	Susan Thompson	
Writing (Technical Writing, Writing Documents in Plain Talk, Writing Skills, etc.)	DES	
Presentation Skills	DES	
Time Management	DES	
Meeting Management	DES	
LEAN Training	Rob Geddis	
SharePoint for Site Owners	DES	Lynda.com

Appendix K

ECOSYSTEM SERVICES: TABLES and FORMS

Table K-1. Key Elements for Ecosystem Services Staff Proficiency. Use FormK-1 to record results.

The Ecosystem Services Division is comprised of topic experts in the fields of: land use planning, renewable energy, energy licensing, forest practices, Columbia Basin mitigation and WA water law. Ecosystem Service Division staff must demonstrate the ability to provide high level technical expertise, create collaborative partnerships, negotiate solutions, convey WDFW values in contentious and often long term processes with high stakes for WA fish and wildlife. As such, the following matrix describes the key competencies and training required for all staff within the Ecosystem Services Division.

Section	Leadership	Negotiation	Project Management	Effective Communication	Technology/IT /Software	Facilitation	Novatus Contract	Specific Knowledge/Skills
Forest Policy	Required	Required	Optional	Required	Optional	Optional	Optional	WA Forest Policy, Stream Typing,
PHS/Land Use/Tech Assist	Required	Required	Optional	Required	Required	Required	Optional	GMA, Land use, PHS Products
Renewable Energy	Required	Required	Optional	Required	Optional	Required	Optional	FERC Licensing, mitigation, renewable energy, and energy policy, NRDA
Col Basin Policy	Required	Required	Optional	Required	Optional	Required	Optional	NW Power Act, WA water law and policy

Appendix L

ENGINEERING: TABLES and FORMS

Appendix M

MANAGERS: TABLES and FORMS